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Development and Implementation of a Program for Students with Intellectual and Developmental Disabilities at One Four-Year Institution: A Case Study

Katelyn Reinke

Eastern Illinois University

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Development and Implementation of a Program for Students with Intellectual and

Developmental Disabilities at one Four-Year Institution: A Case Study

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BY

Katelyn Reinke

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SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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Development and Implementation of a Program for Students with Intellectual and
Developmental Disabilities at one Four-Year Institution: A Case Study

Katelyn Reinke

Eastern Illinois University

Abstract

Using a qualitative case study approach, the development of a program for students with Intellectual and Developmental Disabilities at a four-year institution was researched. Interviews and existing documents were used to understand how the program started and how it has changed to meet the needs of its students, giving meaning to the programs current curriculum and practices. Participants gave insight into the development and implementation of the program, the role they play in the program, and insight on aspects they believe to be important when starting a new program. The research found that when starting a program the people and partners you involve makes a great impact on the success of not only the development and implementation process, but also the growth of the program and its students.

Keywords: Intellectual and Developmental Disability, IDD, life skills, accommodation, program creation

Dedication

This thesis is dedicated to the people who inspired it, my Reach Out friends, counselors and Meghann Pabst. Cedarkirk has always been a safe place for me to learn and grow and develop, it has been no different for those with Intellectual and Developmental Disabilities. Meg introduced me to this group and showed me their worth and ability in middle school and has never questioned if these campers could do something, she just found a way for them to have new experiences. I hope that this research will show others, especially students and families wondering if college is possible for their student with Intellectual and Developmental Disabilities that if it is their desire, go for it. My Reach Out friends have shown me how much they can do and have radiated pure joy doing things others thought they couldn't.

Acknowledgements

Thank you to the program who graciously agreed to participate in my case study and all participants who took time to help me understand the program, their role, and the impact the work they're doing has made. This research will benefit others and your willingness to share experiences and advice will help more institutions to develop and implement programs that are making a difference.

Thank you to my committee, Dr. Dianne Timm, Mark Hudson and Kelly Miller, for challenging me to see all angles of development and implementation of new programs. Thank you for being on this journey with me, reading, editing, and encouraging me for the duration of my project.

To my cohort, I truly wouldn't have wanted to do this grad school thing with anyone else. There is no other group of people that is or will be quite like our group. Each and every one of you makes a difference, thanks for making me a better person and for always being supportive. Being out in the professional world will be so different without seeing you all every day, but I am so proud to call you all my colleagues.

To my family, thank you for making this journey possible. Being 18 hours away from home wasn't easy at times, but you never let me lose sight of who I was and the end goal. Thank you for believing the work I am doing is valuable and interesting even if you don't quite understand this Student Affairs thing. Mom and Dad, thank you for always sending me to camp when Reach Out was there because you knew it would make a difference, it has and I'll make sure it continues to make a difference.

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Chapter 1

Introduction

The decrease in discrimination against individuals with disabilities was one of the signature human rights achievements of the late twentieth century (Lee, 2014). According to Hehir (2002) disability is defined as oppression based on ableism, and the wheelchair has become the universal symbol of disability (Lee, 2014). However, the majority of college students that report being disabled do not have physical disabilities (Lee, 2014). According to the U.S. Department of Education, National Center for Education Statistics (2016), *Digest of Education Statistics* (2015), the percentage of students who have registered as having a disability of any sort grew only a small amount from 2007-2008 to 2011-2012. There was an increase of reported disabilities from 10.9% to 11.1% with the expectation that we will continue to see a steady increase of students reporting a disability.

Throughout the educational experience prior to post-secondary education, each student with a disability has had an Individual Education Plan (IEP) mandated through the Individuals with Disabilities Education Act (IDEA) which ensures that teachers and administrators are serving students in a capacity that suits their needs and will help them grow and develop despite their disability (Longtin, 2014). An IEP also allows parents, teachers and administrators to create a plan for their student so everyone understands the goals for their student's growth and development (Longtin, 2014). At institutions of higher education, this requirement is replaced and a different set of legal mandates apply (Ciccantelli, 2011). Students must self-disclose their needs and self-advocate for accommodations under Section 504C and the Americans with Disabilities Act (ADA).

The increase of higher education enrollment by people with disabilities has been credited to the services required by the IDEA and the nondiscrimination mandates of Section 504 and the ADA (Wolanin & Steele, 2004).

Many times students with Intellectual and Developmental Disabilities may not be searching for, or aware that, post-secondary programs exist, but would still benefit from learning life skills that will help them to be independent, successful, and contributing members of society (Hart, Grigal & Weir, 2010). Higher education institutions, due in part to the authorization of the Higher Education Opportunity Act (HEOA), are beginning to develop post-secondary education life skills programs for students with Intellectual and Developmental Disabilities providing them the opportunity to pursue a tertiary level of education (Lee, 2009).

I believe the opportunity of continued learning is crucial for all students leaving the K-12 system, but due to hindrances outside of student's control, such as their disability or lack of opportunity, obtaining a higher education degree may look different than my higher education experience. My first interaction with people who had Intellectual and Developmental Disabilities occurred at summer camp when I was in middle school. I was drawn to these individuals because they were always smiling and happy and unashamedly true to themselves. They were different and did not understand as much as other adults, but lived life as fully as they could.

At that point I did not understand why counselors were pouring drinks for them, or cutting food for them, and even tying their shoes for them. If these were things they physically could not do I would understand, but I saw them so capable of independence in the pool, at arts and crafts, and even playing games with us at free time, I did not

understand. My counselor explained that many of the campers probably could do those things on their own if they were given the opportunity, but sometimes people with disabilities need more time to learn how to do things, or need things explained in a different way and no one has ever taken the time to invest in teaching them life skills that others can pick up easily. At that point I was determined to teach them all how to tie their shoes, or to pour a drink without spilling the whole pitcher--it was harder than I thought.

As I got older and started to think about my next steps after high school, I thought of one of my friends from preschool, Natalie who has Autism. I learned she planned on staying in high school until she aged out and then would work at Ronald McDonald house which is a local agency that hires those with disabilities to do simple, repetitive tasks. I unknowingly just assumed there would be a place for her in college, which is where my drive comes from; I want to create the opportunity of higher education for students with Intellectual and Developmental Disabilities (IDD).

Throughout my time as an undergraduate I wanted to learn more about how people with IDD could attend college, I learned about a program at Clemson University after seeing a video on Facebook. I looked into the program more and found they do amazing things, creating wonderful opportunities for individuals with Intellectual and Developmental Disabilities who have historically been ignored (Lee, 2014). Through my research I have developed a better understanding of how programs, such as the one at Clemson, are created and how they serve students, so there are more higher education opportunities for students with IDD.

Purpose of Study

The purpose of this study was to understand how a life skills based program for students with Intellectual and Developmental Disabilities was formed at one institution. The study explored the implementation process for the program, barriers faced when implementing, and self-identified strengths and weaknesses of the program and its curriculum. Ideally, the research done will be compiled to assist other campuses in developing similar programs to allow more students with special needs the opportunity to attend college.

Students with Intellectual and Developmental Disabilities (IDD) have traditionally been excluded from Post-Secondary Education due to entrance criteria (Papay & Griffin, 2013). According to Plotner and Marshall (2015), "Directors of new Post-Secondary Education (PSE) programs have few research-based guidelines to provide direction for integrating programs within colleges or universities" (p. 58). Through this case study, my intention is to create a clear understanding of how an institution implemented their program and overcame challenges in the program development.

Research Questions

A life skills program for students with Intellectual and Developmental Disabilities at an institution was studied to find out what steps they took to implement the program, the barriers faced, and the program curriculum/ practices and its effectiveness. This was achieved by looking at one program as an individual case study to understand the development and implementation processes of life skills programs for students with IDD. This was done by answering the following questions for the institution:

1. What influenced one institution to create a life skills program for students with Intellectual and Developmental Disabilities?
2. How was the life skills program for students with Intellectual and Developmental Disabilities implemented?
3. Who were key players in the implementation of the program and what were their roles at the institution?
4. How is the program structured today? What modifications have been made from the original program?

Significance of the Study

Understanding the needs of students, especially students with Intellectual and Developmental Disabilities (IDD) is essential to institutions creating an effective learning environment. There is a serious lack of opportunity for students with IDD to be a part of the university system and environment; the population of students with special needs is one that is underserved when it comes to higher education (Wolanin & Steele, 2004). Although higher education may look different for these students, it is essential that they learn skills to be independent and be able to work a job, just like we expect other traditionally admitted students to be able to do when they leave college. I believe this study is significant because, by interviewing multiple people that work with the students in the program and by gaining information from documents we can see what works, what does not, and how the program is continuing to develop. We are able to learn from the program to create similar programs around the nation, thus broadening the higher education opportunity for students with Intellectual and Developmental Disabilities.

Limitations of Study

As the researcher, I conducted my research at an institution at which I am neither a student nor a professional. This may have made it difficult to get a program to participate fully in the study; they may not have been willing to disclose all of the information I was trying to obtain due to confidentiality. The lack of trust in an outsider could have lead to obtaining incomplete information. The program may have other researchers that they are working with that are collecting similar data. There was also a possibility that key persons that helped create the programs have left the institution or there is not any documentation of the implementation process. As the researcher, I reached out to several institutions who have established IDD life skills based programs and made contact with those working directly with the program. Through reaching out and learning more about the program and the individuals involved I built a level of trust with the institution and conducted my research with their assistance. While these were concerns, the institution was very willing to participate and give information requested to the researcher.

Another limitation to this study was there are not many programs for students with IDD available in the United States. Identifying where the programs are and what they have established was necessary to find the program that best fits the qualifications of this study along with providing enough information about the developmental aspects of how it was created. The program must have a live-in component, the program must last for at least 2 years, and students must fulfill an internship during their time in the program. To the researcher's knowledge there are a limited number of these programs, according to thinkcollege.net there are only 266 college programs for students with

intellectual disabilities out of over 4,000 higher education institutions and only 31 programs met the requirements set by the researcher. All programs were examined to determine the best institution to conduct research at for this study. The researcher's proximity to the campus and their willingness to participate were determining factors in the final determination of which institution to study.

Definition of Terms

Americans with Disabilities Act (ADA). The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure people with disabilities have the same rights and opportunities as everyone else. The ADA gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications. (<https://adata.org/learn-about-ada>)

Developmental Disabilities. "Developmental disabilities are more broad often a lifelong disability that can be intellectual, physical, or both" (<http://www.thinkcollege.net/glossary#42>).

Higher Education Opportunity Act (HEOA).

This act (PL 110-315) was enacted on August 14, 2008, reauthorizing the Higher Education Act (HEA) of 1965. This law covers a wide variety of issues related to higher education. New in 2008 were several provisions related to students with intellectual

disabilities, including defining Comprehensive Transition programs for students with ID, and funding model demonstration projects and a National Coordinating Center for those projects. (<http://www.thinkcollege.net/glossary#42>)

Intellectual Disabilities. “Intellectual disability impacts intellectual functioning or intelligence, which include the ability to learn, reason, problem solve, and other skills; and adaptive behavior, which includes everyday social and life skills” (<http://www.thinkcollege.net/glossary#42>).

Intellectual and Developmental Disabilities (IDD). Also referred to as special needs.

“IDDs are disorders that are usually present at birth and that negatively affect the trajectory of the individual’s physical, intellectual, and/or emotional development. Many of these conditions affect multiple body parts or systems” (<https://www.nichd.nih.gov/health/topics/idds/conditioninfo/Pages/default.aspx>).

Individual Education Plan (IEP). The IEP is meant to address each child’s unique learning issues and include specific educational goals. It is a legally binding document. The school must provide everything it promises in the IEP (<https://www.understood.org/en/school-learning/special-services/ieps/understanding-individualized-education-programs#item1>).

Individuals with Disabilities Education Act (IDEA). Requires that public schools create an IEP for every child receiving services. Kids from age three through high school graduation or a maximum age of 22 (whichever comes first) may be eligible for an IEP (<https://www.understood.org/en/school-learning/special-services/ieps/understanding-individualized-education-programs#item1>).

Post-Secondary Education (PSE). PSE is also referred to as higher or tertiary education, it is an optional form of education. PSE happens at universities, community colleges, and vocational schools.

Substantially Separate Model. “Students participate only in classes with other students with disabilities (sometimes referred to as a “life skills” or “transition” program). Students may have the opportunity to participate in generic social activities on campus and may be offered employment experience” (Hart, Grigal, Sax, Martinez, & Will, 2006, p. 1).

Universal Design.

The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaption or specialized design...

The intent of universal design is to simplify life for everyone by making products, communications, and built environment more usable by as many people as possible at little or no cost

(https://projects.ncsu.edu/ncsu/design/cud/about_ud/about_ud.htm).

Chapter Summary

In this chapter, the importance of creating environments in post-secondary education for students with Intellectual and Developmental Disabilities to learn and develop after K-12 education, no matter their differing abilities, is introduced. Ableism is an issue that PSE has not actively tried to diminish until recent years and is a topic that is becoming more prevalent as more students are becoming comfortable with reporting their disability. Researching life skills based programs will help me to gather and report what has been successful and where we can improve in the program creation process, helping

other institutions create opportunities of support for non-traditionally admitted students, and educating the larger public on the issues of ableism.

Chapter 2

Review of Literature

A review of literature was conducted to gain an understanding of the laws put in place to assist in fair treatment of individuals with disabilities in the realm of Higher Education and what students with IDD need when attending a Higher Education institution. This literature review focuses on the following major topics: laws that impact institutions, needs of students with IDD, program creation, the importance of life skill development, and the impact of the campus environment on students with IDD. The overall purpose of this study is to understand the implementation and development of programs for students with IDD in post-secondary education settings. Creating understanding of the population and how campuses can implement a program to serve students with IDD in a way that is meaningful for their development.

History and Legislative Action

In 2002, Hehir defined disability as oppression based on ableism. The expansion of rights for those with disabilities has become a more prevalent issue that has been focused on by law makers and educators alike as one of the signature human rights movements of the twentieth century (Lee, 2014). Students with IDD have traditionally been excluded from the higher education realm due to standard college entrance criteria; the movement toward inclusion has only become widespread in recent years (Papay & Griffin, 2013). Members of and advocates for the marginalized group of people with disabilities came together to demand equal access and treatment in the education system (Paul, 2000). This has caused higher education institutions to identify the ways in which they may support this population. There is much to understand in developing programs

for these populations. This section of the literature review will address some of the federal laws that have helped make progress for students with IDD, including the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and the Higher Education Opportunity Act (HEOA).

The Rehabilitation Act of 1973 and Section 504. The Rehabilitation Act of 1973 was the first legislative act to make progress toward inclusion for individuals with IDD and to make discrimination against those with disabilities illegal if the individual is otherwise capable (Shyman, 2013). The legislation provides the accessibility to many services that can create barriers for people with IDD to what most would consider normal and attainable life needs for non-disabled member of society (webaim.org/articles/laws/usa/rehab). The *Rehabilitation Act* of 1973 replaced the *Vocational Rehabilitation Act*; the four primary reasons for this were to extend and revise the authorization of grants to states for vocational rehabilitation services, expand the responsibility of the federal government to offer more research and training programs to individuals with IDD, create ties between state vocational rehabilitation programs and workforce investment activities carried out under title I of the Workforce Investment Act of 1998, and to establish special responsibilities for the Secretary of Education to intentionally think about students with IDD when implementing programming to make it accessible for all students (<https://www2.ed.gov/policy/speced/reg/narrative.html>).

Section 504 was implemented to eliminate discrimination based on disability to federally funded programs (Billings et al., 1994). After implementation of Section 504 in 1977, institutions started to evaluate the physical access and general accessibility to

programs on their campus as required by law (Hartman, 1994). While Section 504 has specific guidelines in place such as Free Appropriate Public Education (FAPE), the development of an Individualized Education Program (IEP), and evaluation and placement procedures they directly apply to K-12 education (U.S. Department of Education, 1999). In higher education these things are not required for students with disabilities, but the evaluation of the institutions accessibility physically and programmatically is still required by law at federally funded institutions under Section 504.

Americans with Disabilities Act. The next big step for inclusion of individuals with IDD was signed into law by George H. W. Bush in 1990, the Americans with Disabilities Act. George H. W. Bush declared the act as,

the world's first comprehensive declaration of the equality of people with disabilities, and evidence of America's leadership internationally in the cause of human rights. With today's signing of the landmark Americans with Disabilities Act, every man woman and child with a disability can now pass through once closed doors, into a bright new era of equality, independence and freedom (as cited by Shyman, 2013, p. 99).

The ADA is based off the regulations of Section 504 of the Rehabilitation Act of 1973 and extends the prohibition of discrimination based on disability to organizations that do not receive federal funding (Hartman, 1994). The ADA establishes and describes additional criteria that must be met for persons with disabilities in the areas of employment, new construction or renovation to facilities, transportation, telecommunications and the appointment of an ADA coordinator (Hartman, 1994).

The ADA Title I- Employment establishes that no entity can discriminate against a candidate that is qualified for a position based on disability (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title1>). The applicant cannot be discriminated against at any point in the hiring process that would negatively affect their opportunity for hiring (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title1>). Employers cannot deny candidates who are otherwise equal a job opportunity due to the knowledge of a candidate's disability (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title1>). A hiring entity may not even inquire about disabilities of a candidate, visible or non-visible, during the hiring process, but inquiries about the candidate's ability to successfully carry out job-related functions may be made (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title1>). Medical history may be requested after a candidate is selected and hired into a position (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title1>).

The ADA Title II- Public Services states that

no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title2>).

Public transportation is the focus of title II outlining different modes of public transportation and the accommodations that must be made not only on the vehicle, but

also at the waiting areas or stations that patrons are picked up from (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title2>). There are many different regulations dependent on age, size, and specific models of different transportation methods that can be relevant on a college campus, but the title primarily focuses on trains (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title2>). Title II does include that reasonable accommodations will be made for transportation (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title2>).

Title III of the ADA is public accommodations and services operated by private entities. This title does not allow entities to deny participation or give unequal benefit of participation or equal access to public entities (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title3>). Individuals with disabilities must be given the opportunity to participate and to be fully integrated into settings, not to be felt less than due to being separated and having to participate in a different program (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title3>). Most importantly under this title of the ADA,

failure to make reasonable modifications in policies, practices, or procedures, when such modifications are necessary to afford such goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities, unless the entity can demonstrate that making such modifications would fundamentally alter the nature of such goods, services, facilities, privileges, advantages, or accommodations (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title3>).

All of these are considered as discriminatory toward persons with a disability when not addressed. Entities must remove architectural barriers and barriers that are structural in nature, such as communication barriers and transportation barriers, if removal of these barriers is achievable for the entity (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title3>). In a structure that is already established, if the removal of the barrier is not achievable there must be an alternative solution in order to offer the opportunity to the person in need (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title3>). Thirty months after the implementation of ADA, failure to design and construct a facility that is readily accessible for those with disabilities, except where the nature of such accommodation can be proven impractical for the space, is discriminatory under the law (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title3>).

Under Title IV- Telecommunications, accommodates services for persons who are hearing-impaired and speech-impaired (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title4>). Giving those who are hearing-impaired and speech-impaired the opportunity to be given reasonable accommodations to be able to communicate via telephone with assistance if required (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title4>).

Under the final Title of the ADA, Title V- Miscellaneous Provisions, covers insurance responsibility, benefit plans and associated risks, compensation laws, and that those without disability should not receive discrimination (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title5>). Most importantly this title states, “Nothing in this Act shall be construed to require an individual with a

disability to accept an accommodation, aid, service, opportunity, or benefit which such individual chooses not to accept” (<https://www.access-board.gov/the-board/laws/americans-with-disabilities-act-intro#title5>).

The Americans with Disabilities Act culminates more than a decade of activism done by disability advocates (Hartman, 1994). The ADA has given clearer requirements for universities to follow than the guidelines of the Rehabilitation Act and Section 504. An appointed ADA coordinator is required at all institutions. This person must do an evaluation of the institution to see where accommodations can be made and then make a plan to complete those changes to increase accessibility for those with disabilities (Hartman, 1994). The implementation of ADA has led to new services at universities for students with disabilities through accommodation services. Students are not only accommodated physically. If they require more time on tests, they can take them in a separate location. If they need assistance with class notes, a note taker will help them, or even if they require larger text, that can be accommodated. The implementation of ADA has made institutions think more intentionally about how they serve students and what reasonable accommodations can be made to enhance their learning and ability to participate according to Title II.

Individuals with Disabilities Education Act. Following ADA in 1990, the Individuals with Disabilities Education Act (IDEA) was enacted in 2004 and it became the most all-encompassing governing legislature for individuals with disabilities (Shyman, 2013). Under IDEA “special education services and supports, including transition services, and entitlements for eligible children and youths with disabilities in compulsory education” (U.S. Department of Education, 2010, p. 11). The primary

purpose of the IDEA is for all students with disabilities to have access to a Free Appropriate Public Education (FAPE) (<http://idea-b.ed.gov/download/statute.html>). FAPE was established generally by Section 504 of the Rehabilitation act of 1973 and the IDEA expanded upon it, giving it more depth and guidelines to better serve students with disabilities (Billings et al., 1994). Under IDEA (2004), each student must have an Individualized Education Program (IEP) developed by the age of 16 and include goals for academic and functional achievement. IEP's ensure that students are learning and growing through their time in the school system, recognizing that not every student's outcome will be the same and that not every student has the same needs (U.S. Department of Education).

IDEA applies to the K-12 system, but it remains important to institutions of higher education because the students may become a college student. They will have been intentionally thought about and their educational journey will have fit exactly what they needed and would be adapted for them to be successful. While in higher education we do everything we can to support students, it would be difficult to have the intentionality needed to fulfill an IEP for each and every student. Although IDEA does not apply to higher education, a part of the students K-12 IEP could and should be college transition preparation if the student intends to pursue a college degree. If college is not the intention of the student life skills preparation should be included in all IEP's. Thus, giving the student skills to help them in the future, making the IEP mean more to the student and their family long-term.

Higher Education Opportunity Act. Financial support for students with IDD is provided through the Higher Education Opportunity Act of 2008, giving prospective

students access to Pell Grant, supplemental education opportunity grants and federal work study options to support their education (Grigal et al, 2013). Previously these financial assistance options were not available because students did not meet the criteria to receive these awards (Smith Lee, 2009).

HEOA provides broad authority to the Secretary of Education to waive these and other sections of the law and it requires the Secretary to promulgate regulations that will allow eligibility for Work Study jobs and certain grants for students with intellectual disabilities who are accepted for enrollment or are enrolled in comprehensive transition and postsecondary education programs (Smith Lee, 2009, p. 1).

Just like any other student receiving these awards, students with IDD in a specialized program must show that they are making forward progress and are successfully completing the program to continue receiving aid (Smith Lee, 2009). Being able to extend financial aid to students in programs that previously didn't receive aid will allow higher education to continue to expand. Allowing students that are not or would not be traditionally admitted to an institution, to have the opportunity to attend PSE and learn and grow, even if it is in different areas than the norm of college students. While we still have a long way to go we continue to make steps in the right direction of providing necessary funding for all students who wish to pursue a PSE, no matter their qualifications or course content. All students who want to learn new skills and knowledge are being supported through the HEOA.

Needs of students with Intellectual and Developmental Disabilities in college

Like any other human being, students with disabilities have the same basic needs as anyone else. Maslow's hierarchy of needs shows and explains that some basic human needs take precedence over others (as cited by Simply Psychology, 2007). Maslow breaks the basic human needs up into five stages, once one is fulfilled we are motivated to fulfill the next. Our most basic need being physiological needs, such as food, water, warmth, and rest (as cited by Simply Psychology, 2007). Students entering college with IDD need to have their basic needs provided like any other student, and special considerations would be needed to ensure this population has secure access to their living space as well as accessible dining spaces. Institutions considering such a program must consider how this population will need to be supported.

In stage two, Maslow identified the need for safety and security (as cited by Simply Psychology, 2007), this is especially important for our students with IDD because typically they have always lived and learned in a very controlled environment, always with an adult who would ensure their safety. Now they live in an apartment or residence hall away from home, where they are dependent on themselves, classmates and maybe a staff member to ensure their door is locked at night or that nothing happens to them. This can be difficult to navigate for the first time and unfortunately is never truly certain.

The next level of Maslow's hierarchy is belongingness and love, intimate relationships and friendships are so important to our overall happiness and sense of belonging that a lot of students struggle with (as cited by Simply Psychology, 2007). Many times the social aspect is the hardest aspect for students to get accustomed to and to be comfortable with. This is the stage that is so crucial to having a positive experience in

college yet for someone with IDD it may be a part of their disability that makes this extremely difficult.

Stage four is esteem needs (as cited by Simply Psychology, 2007), while not all students with IDD experience a deficit in self-esteem it is endemic to this group of students (as cited by Wolf, 2001). At times students with IDD don't know or see themselves as different, depending on the awareness that was created at home and during K-12 education and the treatment they have received, to them they are who they are and they are proud of that. From this population this may be accomplished through providing leadership opportunities and recognition programs within the community.

The fifth stage in Maslow's hierarchy is self-actualization, achieving one's full potential (as cited by Simply Psychology, 2007). For students with IDD this could be going to college, learning life skills and getting a job. It could also be met as they graduate from the program. Students with IDD have similar goals to those of our traditional students and they will work just as hard toward those goals.

Cullen (2015) analyzed the needs that students on the autism spectrum would have during college. Knowing that there are not enough services provided for students on the autism spectrum in the higher education system, this study looked at what institutions need to provide to make their students successful, Cullen got this information from students themselves. Through the study the students identified that their needs related to college fell in the categories of social needs, academic needs with group work, and daily living needs. When considering this study's implications institutions should heavily consider how they can adapt to the social needs of students and provide learning

environments that will help them grow in this area without constantly being overwhelmed.

Why students with IDD don't get a PSE

Griffin, McMillan and Hodapp's (2010) study looked at the issues that families of a student with an intellectual disability face when considering postsecondary education for their student. Research found that many times the barrier between a family enrolling their student in post-secondary education and not enrolling them is simply a lack of information (Griffin et al., 2010). The families' biggest fear about their child participating in post-secondary education is their safety while at the institution. Griffin, McMillan and Hodapp (2010) conducted a survey of a sample of parents from Tennessee that have students with intellectual disabilities, the survey asked 50 questions covering four broad topics: information and primary respondents, information about the student with intellectual disabilities, perspectives on Post-secondary education options, and open-ended questions. The results showed that generally parents are more optimistic about post-secondary education for their students than teachers are (Griffin et al., 2010). When comparing parent's responses of students with a lower reading level to a higher reading level their confidence in transition success was higher with the students that had the higher reading score (Griffin et al., 2010). Parents were the most concerned with their student learning job skills while in the program and the least concerned about whether they had what would be deemed a normal college experience and residential options (Griffin et al., 2010).

Families are expressing an increased desire for their son or daughter with intellectual disabilities to attend PSE after exiting the school system. When

surveyed about their desired post-school outcomes, 36% of parents of students with intellectual disabilities and other low-incidence disabilities indicated that a four-year college was their first choice. (Hart, Grigal, Sax, Martinez, & Will, 2006, p. 2)

Parents believe that K-12 schools and teachers should be better versed on higher education options for their students as lack of information was their largest barrier.

Need for college opportunities for students with Intellectual and Developmental Disabilities

Longtin (2014) looked at the lack of universities that are adequately serving students with high functioning autism and Asperger syndrome. Longtin (2014) evaluated the different services that universities already have on campus to serve students and identified the ways that those resources that are already established could serve students with intellectual disabilities. The identified services were: Disability Services, Personal Counseling, Speech-Language-Hearing Center, Health Clinic, Learning Center, Career Counseling, Student Centers, Library, Residential Life, Academic Departments and Programs, and Centers for Teaching and Learning (Longtin, 2014). The article identifies these areas as opportunities for universities to increase their accessibility and reasonably accommodate for students with high functioning autism and Asperger syndrome (Longtin, 2014). Longtin (2014) identified that with the rise in the number of children being diagnosed with autism (1 in 88) more universities will need to create programs specifically focusing on student with autism and other intellectual disabilities so that the students can begin to gain further education and learn to speak up about their needs, as they have always just been catered to by schools and their parents. Longtin (2014)

suggests that universities and individual departments should start finding different ways to accommodate students and should start to fight for funding to fiscally be able to make the necessary accommodations. It is also suggested that universities seek additional funding to pilot a program for students with developmental disabilities to afford students the opportunity to attend a higher education institution without the current financial burden that they create (Longtin, 2014).

Program creation

Papay and Griffin (2013) looked at different strategies for creating inclusive post-secondary education programs. They discuss development of post-secondary education programs from experience of assisting in the development at two different institutions and reflections of conversations they have had with colleagues (Papay & Griffin, 2013). The research is important because of the growth in the number of these programs over the last 10 years and the fact that traditionally this is a group of students that has been excluded from gaining access to higher education because of college entrance requirements (Papay & Griffin, 2013).

Papay and Griffin's (2013) article discussed four different strategies to successfully develop inclusive college opportunities: understand the needs of the community, identify existing programs that can serve as a model for the development for your new program, work with a diverse group of stakeholders to create a shared vision, and how to make an effective pitch of the program to a college or university. To set a program up for success Papay and Griffin (2013) suggest that developers should assess the needs and wants of the students they are serving and using existing programs to help them develop. Needs considered should not only educational needs, but also the physical

accommodations students will need to be successful. Going along with this Plotner and Marshall (2015) suggest considering perceptions of support and barriers faced when creating a program for students with IDD. Plotner and Marshall (2015) found through surveying program directors that barriers identified when developing a program are lack of support from peers, preconceived attitudes, fear of burden on the institution and lack of funding. These aspects should be considered so program developers can be prepared during their presentation for program creation and when working with stakeholders. This is significant because the implementation of these programs is crucial due to students with intellectual disabilities typically not being able to attend college due to the traditional acceptance standards of institutions. Plotner and Marshall (2015) also discussed the three different types of programs that can be implemented and how they differ from one another, it is important to pick the type of program that will most effectively serve your students.

Papay and Griffin (2013) consider working with a diverse group of stakeholders as essential to helping create a shared vision. Plotner and Marshall (2015) found that a necessity for programs to become successful is dedicated people and adequate preparation of faculty.

According to Papay and Griffin (2013) program developers should take in to careful consideration the mission and values of the college or university as a whole so that the program can align and make their proposal for the program more impactful and relevant (Papay & Griffin, 2013). Papay and Griffin (2013), identified that when making the proposal for the new program the information should be specifically created for the institution it is being created for, or the population being served.

In an article written by Hart, Grigal, and Weir (2010) there are many components to consider when developing programs for students with IDD. The authors explained that there are many different PSE pathways and aspects to consider for a student with IDD. Hart, Grigal, and Weir were clear that what was most important was fitting the students' needs without watering down their experience. There was a traditional and an alternate pathway described, the traditional pathway being a student that could be traditionally accepted to the institution and just needs extra support along the way whereas the alternate pathway is a completely separate admission requirement and program (Hart, Grigal, & Weir, 2010). Both pathways are important to consider when proposing a program, identifying what will serve your institution best and how you can make the biggest impact for students. All programs in the United States that do not identify as dual-enrollment programs were surveyed about support and barriers for their program (Plotner and Marshall, 2015). The survey consisted of questions in four separate categories: program demographics, supportiveness of Institutions of Higher Education partners, program barriers, and student safety (Plotner and Marshall, 2015). The study found that all of the barriers that were prevalent in the development phase of the program decrease after successful establishment, except for funding, it remains the one persistent and consistent barrier (Plotner and Marshall, 2015). Overall, after getting past the original developmental struggles, programs are thriving and creating the intended environment for students with intellectual disabilities (Plotner and Marshall, 2015).

Teaching skills for the future

As stated by Hart, Grigal and Weir (2010),

One of the primary reasons individuals without disabilities attend PSE is to be able to get a good job and make higher wages. Quality PSE initiatives for individuals with ASD [Autism Spectrum Disorder] and IDD must have an employment component (p. 136).

In 2015, Petcu, Chezan, and Van Horn conducted a study and the purpose of the study was to get a more holistic view of how PSE programs effectively prepare students with IDD for competitive employment opportunities. Researchers in this study utilized data collected through a national survey sent to directors and coordinators that work with students with IDD in a PSE setting. The survey indicated that

the vocational-related support services offered frequently by postsecondary education programs are: career or vocational counseling, person-centered planning, career or vocational assessment, career exploration, volunteering, internships or co-ops, natural supports, instruction on transitioning to paid employment and between paid jobs, and self-advocacy. (Petcu, Chezan, & Van Horn, 2015).

There were many practical implications that the researchers found through the study one being that many students were given vocation focused counseling but were not actually given the opportunity to have work-based experiences. All of the other implications stemmed from this, with suggestions of allowing workplace experiences so that skills taught in the classroom are put to practical use and stick with the student (Petcu, Chezan, & Van Horn, 2015). The researchers also suggest that working while still in their PSE program provides the student more support in their job and can help a

student to be more successful if they are getting support at work and away from work (Petcu, Chezan, & Van Hom, 2015).

How students with IDD perform after PSE

Ross, Marcell, Williams and Carlson (2013) conducted a study with the purpose of reporting how 125 graduates from the Taft College Transition to Independent Living (TIL) program have performed in areas of employment and independent living in ten years since their graduation from the program. TIL program keeps up with their students for ten years not only to support them and track their progress, but also to assess the program's effectiveness (Ross, Marcell, Williams & Carlson, 2013). The program gathers this information yearly through a survey, and had 125 graduates respond, 70 males and 55 females; participants were graduates from the years 2000 to 2010 and reported their employment, monthly income, living arrangements, and use of different transportation options (Ross, Marcell, Williams & Carlson, 2013). This program has served students with Intellectual and Developmental Disabilities since 1995 and has seen that their graduates have higher employment rates and better independent living outcomes than what has been observed in persons with Intellectual and Developmental Disabilities in the general population (Ross, Marcell, Williams & Carlson, 2013). Ross, Marcell, Williams and Carlson (2013) did not neglect that the students that attend their program were very likely more prepared and motivated to pursue independent living regardless of the program because they took initiative to find options instead of just letting things happen. Generally speaking people who attend a university and receive a degree are associated with higher job placement and earning potential; the study found this to be true for students with Intellectual and Developmental Disabilities as well (Ross, Marcell,

Williams & Carlson, 2013). Overall the study shows that the Transition to Independent Living program at Taft College is positively impacting students with Intellectual and Developmental Disabilities, making them more prepared and marketable when being employed and teaching them the necessary skills they need to be independent (Ross, Marcell, Williams & Carlson, 2013).

Campus Environment

When thinking about campus environment and its impact on students, it is important to consider all facets of the environment that could impact a student. Strange and Banning (2001) identified four main frames to consider when looking at collegiate environments: physical environment, human aggregate, organizational structures, and the cultural or symbolic structures. In looking at these human environments we consider those who inhabit them and how they are constructed for people and how people perceive them (Strange & Banning, 2001). Each of the four frames is further explored below, along with Bolman and Deal's (2003) organizational structures. Bolman and Deal (2003) identify four organizational frames: structural, human resource, political, and symbolic. These frames help us understand and support the environments described by Strange and Banning so we can understand the environment of a program like this. Seeing how the environment and organization work together can help with successful implementation of new programs and will help us to serve student effectively, especially a population that would not be considered our traditional student.

Physical environment. When considering physical environment, functionality of a campus affords and constrains activities while also communicating nonverbal, symbolic messages (Strange & Banning, 2001). Functionality as it relates to IDD requires

consideration of accessibility, security, and the ability for individuals to move through the environment without assistance. In considering how to create an environment, an institution needs to consider what they can provide and what accommodations they cannot. "Typically, practices and policies lead to a delayed, segregated, and individualized service, requiring a great deal of time, effort, and patience on the part of the disabled student" (Staeger-Wilson & Sampson, 2012, p. 247). Longmore (1995) argued that the social construction of disability and poor design creates barriers and hinders participation of those with disabilities. For institutions designing programs for individuals with IDD they have to identify what those barriers might be and how they will work to eliminate them or be transparent about those hindrances. According to Kenney, Dumont, and Kenney in Mission and Place (2005), "The campus planning process itself can often facilitate change. Constituents have an opportunity to express what they value about an institution and its campus" (p. 5). Strange and Banning (2001) address whether the accommodations in the physical environment were planned or an afterthought and provide the following example: the institution provides a curb cut for wheel chair users. However, it was done as an afterthought and a ramp was made with extra cement making it obvious that it was not a planned curb cut. In the case of developing a program for individuals with IDD, an institution may design the program to put the students in an accessible residential facility that is next to the main accessible academic building they will be in for classes. This would help minimize their travel time and accommodate for a wide range of disabilities. Thinking of the users' perception of their value becomes essential to their feeling welcomed and wanted on campus (Strange & Banning, 2001).

When designing a facility there are other considerations that must be made such as the usability of programs, policies and equipment to ensure that the building and everything within the building are serving all as effectively as possible (Staeger- Wilson & Sampson, 2012). When Missouri State University was renovating their recreation center, they sought out many different opinions especially those of students with disabilities. In doing so, they were able to make the new recreation center not only inclusive and accessible for people with disabilities, but they were able to easily access everything without inconvenience (Staeger-Wilson & Sampson, 2012).

The overall goal for universal design is to create seamless access for most people with the specific intent of providing access to at least 95% of the population. Each of the principles contributes to basic design and functionality for a broad range of individuals (Waston, Bartlett, Sacks & Davidson, 2013, p. 160).

Accessible design is imperative to be as inclusive as possible to an entire student population. Utilizing Universal Design was critical in the construction of the new recreation center and offers a transformative approach to providing access which allows the University to be in compliance with ADA regulations and implement approaches to design that are easier to utilize for everyone (as cited by Staeger-Wilson & Sampson, 2012). For students with IDD universal design is important to their ability to be able to navigate and participate in campus fully. Like other students they may have a physical impairment or might just need the design of a campus to be easy to navigate. Institutions that utilize universal design are setting their students up for success and are creating their spaces to be effective and efficient for students for many years to come.

At the University of Wisconsin Whitewater (Whitewater), universal design in addition to complying with ADA was utilized in the creating and building of a new residence hall; considering all students, present and future, who might occupy that space to improve access for students with disabilities and thus gaining more retention (Salmen, 2011).

What Whitewater did was consider design elements for students with all sorts of disabilities, low vision, blind, deaf, hard of hearing, learning disabilities, Autism Spectrum Disorder, mental health needs, etcetera (Watson, Bartlett, Sacks & Davidson, 2016). Students with IDD could face one or many of these challenges and it is important to consider all the students who occupy space on campus and to also identify those who may come in the future and create a space they could enter without obstacles. According to Watson, Bartlett, Sacks, and Davidson (2013), some of the things Whitewater identified included:

Specific items requested in the residence hall construction plan included, but were not limited to; better designed bathrooms, accessible student workspace, higher outlets, less physical effort when possible, easier living for students with vision and hearing disabilities, and effective design of common spaces (p. 163).

How Watson, et al. (2013) identified what was critical was through getting input from students with disabilities that attend the institution to broaden the universal design implementation. They captured this through focus groups, which led to the universal design solutions chosen by the architectural group to be implemented:

enhanced accessible bathrooms for students needing personal care, inclusion of orientation material like grooves on the walls for guides and transitional floor

materials for students with visual impairments, computer labs and small work rooms respecting multiple styles of learning and consistent layouts of living spaces (Watson, Bartlett, Sacks & Davidson, 2013, p. 165).

There are many things that we might not think about when serving students with disabilities, but Whitewater integrated them into their residence hall. Some examples of necessities might be color coded floors for easy differentiation and orientation, orientation guides laid into the floor, different types of flooring to indicate different common spaces, keyless entry, bottom drawer freezers, doorways that are all wide enough for wheelchairs, and hallways that allow two wheelchairs to pass at the same time (Watson, Bartlett, Sacks & Davidson, 2013). Committing to universal design beyond ADA regulations on a college campus is an important commitment and should always consider current students' needs, in addition to future student needs. Creating a welcoming user-friendly environment will help with future recruitment and retention of students (Watson, Bartlett, Sacks & Davidson, 2013).

Human aggregate. The second environmental consideration from Strange and Banning (2001) is the impact of the human aggregate, "human characteristics influence the degree to which people are attracted to, satisfied within and retained by an environment" (p. 35). What this means is that in every environment there are elements that certain people are more attracted to than others. For example, developing a community in a residence hall for individuals with IDD would mean considering what special accommodations they may need, like elevator access and people around to support them through the day. This helps identify the needs and wants of students on a college campus and helps us to construct, identify and understand patterns in a campus

environment. “All of these theories are reductionistic in their approach to assessing human environments in that they all attribute environmental differences partially to the collective effects of individual members’ personalities and styles” (Strange & Banning, 2001, p. 48). By understanding these concepts, we can look more deeply at institutional profiles and be able to respond effectively to the needs of underrepresented students (Strange & Banning, 2001).

“Including students with disabilities in the campus community sends a clear message that individuals with disabilities should be viewed as natural members of their community” (Kelley & Westling, 2013, p. 71). Providing a safe space for this population on campus means considering how their community is monitored and how the students are supported through their experience. Institutions have to consider several safety concerns related to this population that may greatly differ from the traditional population. They may have to consider things like entry to and from buildings, protection from harassment and bullying, and having staff trained to support and encourage this population. Western Carolina University is one example of an institution that has developed a program for individuals with IDD and took in to consideration what type of human support the students would need during their experience at the institution. They have a system of peers trained to assist students with IDD through their University Participant program, the peers are called natural supports (Kelley & Westling, 2013). Kelley and Westling (2013) explained that each semester there are over 200 natural supports that assist eight students with IDD, and on any given day up to 10 natural supports will provide support for one student. Through the University Participant and natural support programs there are many groups and individuals that benefit from the

work that is being done (Kelley & Westling, 2013). According to Kelley and Westling (2013), the students with IDD “benefit from opportunities to have daily interactions with same age peers who serve as role models, guide and direct them through social activities, and help them make decisions that promote independence” (p. 71). Secondly, the faculty benefit because they can use a students’ role as a natural support to assess their skills and potential in the field of the student’s choice (Kelley & Westling, 2013). Kelley and Westling (2013) described many instances in which the natural supports benefit. Seemingly most important is that the student has the opportunity to develop a more positive view of individuals with IDD, specifically their peers. Natural supports “can learn how to create individualized lesson plans, provide instruction, implement behavior plans, problem solve, and document student progress” (Kelley & Westling, 2013, p. 71), among other things like developing direct service skills and leadership skills. Natural supports have expressed the importance of their role and how it has impacted their future careers, giving them a greater understanding of how to work with and treat individuals with IDD (Kelley & Westling, 2013).

Human resource frame. The human resource frame tries to understand the relationship between a person and an organization. In Bolman and Deal (2003) there are four core assumptions to explain the link between a person and an organization, these assumptions have an obvious connection when thinking about serving students with IDD.

The first assumption being that “organizations exist to serve human needs rather than the reverse” (Bolman and Deal, 2003, p. 115).

The program will be in place to serve them and they will directly benefit from the work faculty and staff are doing for them, but what do those faculty and staff gain? They

get to work with these students and they get to serve an educational need at a level many others don't, but we must have good organizations for it to be mutually beneficial and the person must fit the organization and vice versa. According to Bolman and Deal's (2003) assumptions, "people and organizations need each other (p. 115)," one cannot survive or thrive without the other. Organizations exist because people feed the organization ideas, energy and talent and by working, people get what they need to sustain themselves such as salaries, careers and opportunities for growth (Bolman and Deal, 2003). While people and organizations need each other, the fit of the two together is essential because if the fit is not right one or both of the parties involved will suffer; if the fit is good meaningful things will happen and the person and organization will move forward because of each other (Bolman and Deal, 2003).

"The concept of need is controversial" (Bolman & Deal, 2003, p. 115). The idea of need is vague, hard to observe, variable, and influenced by others. To identify the needs that people have Bolman and Deal (2003) utilized Abraham Maslow's hierarchy of needs which was touched on earlier in this chapter, but here again are the five identified groups of needs in order; physiological, safety, belongingness and love, esteem, and self-actualization. Needs are different person to person when it comes to what they need from an organization, but everyone needs oxygen, water, food, and to feel safe. The other needs can look different from person to person which is why the idea of needs is so vague and hard to observe as you would have to take into consideration every individual. In the mindset of a program it would need faculty and staff with specific skills and the ability to work with students with IDD. The students may need special accommodations or extra

help, but employees also have needs to be considered; do they feel comfortable, connected, and valued at the institution and by the program.

It is important for the employee to feel connected and want to be doing the work they are doing for a program because they have such a great influence over the students and the students will be at a disadvantage if the faculty or staff member is not fully present. There are six basic human resource principles presented by Bolman and Deal (2003): build and implement a human resource management strategy: hire the right people and keep them; invest in them; empower them; and promote diversity. It is important for the institution to understand the importance of their employees, not only finding the right ones, but then investing in them to keep them and make them better. People want room to learn and grow, organizations need to provide room for growth, autonomy, influence, intrinsic rewards and upward movement. "Progressive organizations empower employees as well as invest in their development. Empowerment includes making information available, but it doesn't stop there. It also involves encouraging autonomy and participation, redesigning work, fostering teams, promoting egalitarianism, and giving work meaning" (Bolman & Deal, 2003, p. 143).

Organizational environment. The third environment identified by Strange and Banning (2001) is organization and it is expressed that "organizations can be thought of as environments with a purpose" (p. 61).

In considering the structural and human resource frames, the institution determines what support systems are in place and who those individuals report to (Bolman & Deal, 2003). They must also consider the level of training individuals receive. Under the political frame, those coordinating the program need to consider who needs to

be involved in the planning and development of the programs and services (Bolman & Deal, 2003). As decisions are made, like where to house the program or what courses will be taught, those with the power are able to determine what will happen. Institutions are filled with meaning and incorporating all students in those traditions and special elements of the institution needs to be considered. We see in the four examples above, intentional organizational environments that are benefitting students with IDD. While programs for students with IDD are continuing to grow they are becoming more and more important to the admission and retention of universities organizations as a whole especially in regard to innovation. Strange and Banning (2001) state,

Innovation, too, is an important performance criterion for colleges and universities. As dynamic institutions, colleges must be responsive to societal conditions, reflecting changes in programs and curricula in order to continue to attract a sufficient student enrollment base. The foundation of any institution of higher learning must support the creation and implementation of new ideas and practices for purposes of expanding our understanding of the world around us for improving its functioning. In that sense, colleges and universities, in addition to their role as transmitters of culture, are institutions dedicated to innovation.

Resistance to change and innovation threatens the very ethos of any organization committed to learning (p. 77).

Institutions determining how to develop programs for special populations like individuals with IDD will help the overall institution.

Structural frame. According to Bolman and Deal (2003) “the structural perspective champions a pattern of well-thought-out roles and relationships (p.45)” in an

organization. There are six assumptions that provide structure for what is needed to understand in an organization, especially in its infancy. Assumption one identifies the need for organizations to have goals and objectives, knowing and understanding why the organization is place (Bolman & Deal, 2003). Creating an office or program mission statement, vision statement and learning objectives can help keep everyone in the organization on track and provide a set of common goals. In the case of programs for students with IDD the main goal is to create a learning environment for those with IDD to gain independence and learn skills that will help them pursue the future that they choose. In assumption two, different professionals or departments on campus are working together from their respective areas to help the students be successful (Bolman & Deal, 2003). This also means that these individuals also have an understanding of the different roles each person is responsible for so that they are helping within their area and within the overall program. By utilizing people's talents and areas of specialty you are making the most of your time doing what you know how to do and are giving the program and students more support in the process. This leads to assumption three, defining who oversees what aspects of a students' time in college, but also creating a means or procedure for communication so all parts can have all the information they need to help a student be successful. Programs are supporting the whole student, which involves many different people at an institution, determining what this communication will look like to best support students' needs to be considered.

Assumption four, suggests that a program might experience extraneous pressures; whether that be from upper level administrators, community members or parents it is important to consider their suggestions or concerns and do the best you can as a program

to fulfill requests or needs if they are reasonable (Bolman & Deal, 2003). This is especially important if the pressure or requests are coming from the group that saw a need for the program and fought for it to become a reality. The fifth assumption, a program must be created in a way that works best for the institution it will be established at (Bolman & Deal, 2003). Understanding that what works at one institution will not necessarily work at another, but it could help create a guideline and understanding for a new program to move forward. Institutions have different goals and needs and if they don't see a program for students with IDD enhancing their university community or moving their university forward it probably will not be useful to try to insert this new program to the institutions structure. The final assumption gives space for an organization to improve, if something is not working the way it could or as originally intended analysis can be done and then move on with restructuring to meet the organizations needs (Bolman & Deal, 2003). Also realizing that what works now at an institution may not work a few years down the line and restructuring may be necessary to continue to meet the needs of students. Common reasons for restructuring according to Bolman and Deal (2003) are environmental shifts, technology changes, organization growth, and leadership changes.

Bolman and Deal (2003) acknowledge that the structural form can both enhance and constrain what an organization can accomplish. As organizations, we must look at the structural imperatives of our organization, size and age, core process, environment, strategy and goals, information technology, and nature of the workforce (Bolman & Deal, 2003). "Understanding the complexity and variety of design possibilities can help create structures that work for rather than against, both the people and the purposes of

organizations” (Bolman & Deal, 2003, p. 67). Looking at these imperatives helps create understanding of an organization, but it will also help identify the dilemmas of an environment and organization. “Finding a satisfactory system of roles and relationships is an ongoing, universal struggle” (Bolman & Deal, 2003, p. 69). Structural dilemmas generally can be seen as tough trade-offs without easy answers according to Bolman and Deal (2003); they are differentiation versus integration, gap versus overlap, underuse versus overload, lack of clarity versus lack of creativity, excessive autonomy versus excessive interdependence, too loose versus too tight, goalless versus goalbound, and irresponsible versus unresponsive.

Group structure is also to be considered, “A key to group structure is the work to be done. Tasks vary in clarity, predictability, and stability. The task-structure relationship is the same for small groups as for larger organizations” (Bolman & Deal, 2003, p. 95). Developing, implementing and maintaining a new program at an institution would be considered a complex task for a group. According to Bolman and Deal (2003),

complex tasks present challenges different from simpler ones... Simple tasks align with basic structures—clearly defined roles, elementary forms of interdependence, and coordination by plan or command. More complicated projects generally require more complex forms: flexible roles, reciprocal interdependence, and coordination through lateral relationships and mutual feedback (p. 95).

Bolman and Deal (2003), state that “without a workable structure, performance and morale structure, and problems multiply” (p. 96). There are five, five-person structures described by Bolman and Deal (2003), they are one boss, dual authority,

simple hierarchy, circle, and all-channel network. The most effective structure will be different for every program just due to how it fits into the institutions overall structure, who is involved and who makes decisions, but the structure that would allow everyone to be fully involved would be the all-channel or star network.

It creates multiple connections so that each person can talk to anyone else.

Information flows freely; decisions require touching multiple bases. Morale in an all-channel network is usually very high. The arrangement works well if the task is amorphous or complicated, but it is low and inefficient for a simpler task. It works best when team members bring well-developed communication skills, enjoy participation, tolerate ambiguity, embrace diversity, have good communication skills, and manage conflict (Bolman & Deal, 2003, p. 98).

Utilizing the all-channel network will allow all persons involved to take an active role in the success of the program. It allows them to own their responsibility and work with the others in the group to make the program successful. This structure can also be difficult to execute effectively if there is not clear and effective communication or if there are members that aren't as dedicated and are not pulling their weight for the group to be successful. This can be confusing in regards to who to report to if there are issues or when who to bring concerns to, but after identifying roles within the group those concerns should be resolved. The research of Katzenbach and Smith (1993 as cited by Bolman and Deal, 2003),

Highlights six distinguishing characteristics of high-performing teams:

1. High-performing teams shape purpose in response to a demand or an opportunity placed in their path, usually by higher management...

2. High-performing teams translate common purpose into specific, measurable performance goals...
3. High-performing teams are a manageable size...
4. High-performing teams develop the right mix of expertise...
5. High-performing teams develop a common commitment to working relationships...
6. Members of high-performing teams hold themselves collectively accountable (Bolman & Deal, 2003, p.105-106).

Katzenbach and Smith (1993) used an example of a taskforce that was put together with people from different companies after being assigned a task by management. This is similar to what would happen to make a program for students with IDD possible. This program could be seen as a need among the community, parents of students with IDD, faculty or administration. There would need to be a strong case of why the program is necessary and the impact it could make for it to be considered. There are so many different aspects of a student's experience that there are many people that would need to be involved in deciding if the program is possible. The administration would pull people together like the Directors of Disability Services, Admissions, Housing and others they see fit to start having a conversation about how to make the program a possibility at their institution. After determining that the program is doable and will make an impact the Directors of many departments would need to come together to create a timeline and goals for the program. Like the team in Katzenbach and Smiths (1993) work, this is a responsibility that is being added to each person's plate and it would be easy to just divide work up and then come together, but the team will be more productive and

generate more ideas if they did not do this. The directors may want to add others from their department to the table, but this can begin to cause confusion and add too many opinions when trying to work out the beginning details. Keeping teams limited until goals and outcomes are established will help the original team to communicate in the long run.

The original team was selected because of their expertise and what they can bring to the table in means of not only ideas, but aspects of a student's life that will impact their experience on campus. Keeping this group small organized and accountable to the implementation of the project will be essential to its success and creating buy-in among other colleagues that may not believe the program is possible on campus. Having a group that is trusted on campus backing this new program will ultimately help the program be successful.

A downside of keeping the number of people involved at inception is that they group could be missing others expertise. While this is a concern, it does not mean that those directly involved cannot seek out colleagues feedback on ideas. The expertise of others will also be needed to continue to grow and improve the program in the future. The proposal can always be changed and adapted as professionals see fit.

If a program can get a team of high-performing professionals together to work effectively and efficiently it will ultimately be in the students' best interest. The team must be devoted to their part in making a student with IDD successful on a college campus and beyond. According to Bolman and Deal (2003) every group develops a structure as members of the group work together toward a common goal, but whether the structure is effective or not depends on the conscious attention of the group to their structure and roles as they are imperative to group performance.

Political frame. According to Bolman and Deal (2003), political processes are universal and since they will not go away we must understand and manage them better. There are five assumptions from Bolman and Deal (2003) that give a better understanding of the frame.

The first assumption, “organizations are coalitions of diverse individuals and interest groups” (Bolman & Deal, 2003, p. 186), applies to programs for students with IDD because the program as an organization could not support a student on campus without creating a coalition with other offices. The program needs help from others to provide service for their students, ensure their safety and security when they are not with faculty and staff of the program. The second assumption, “there are enduring differences among coalition members in values, beliefs, information, interests, and perceptions of reality” (Bolman & Deal, 2003, p.186), can be present in a program if the coalition has different ideas of what reasonable accommodations or needs of the students with IDD are and how the coalition members are willing to serve these students while also having to focus on all other students they serve, whereas the program specifically focuses on the students with IDD. The third assumption about allocation of resources could be a great detriment to the program if administrators who at one point promised resources reallocated those resources away from the program, which connects to the fourth assumption (Bolman & Deal, 2003). Assumption four states “scarce resources and enduring differences make conflict central to organizational dynamics and underline power as the most important asset” (Bolman & Deal, 2003, p. 186). Administrators have the right to change their mind and reallocate. Whether the program will survive or not without it is not really their problem because they can allocate as they see will be the

most productive for the institution. If you are using a large amount of resources on a small percentage of the students at the institution and administrators don't see or experience the impact the funds are making it would just make sense to reallocate. The final assumption also plays into money allocation, "goals and decisions emerge from bargaining, negotiation, and jockeying for position among competing stakeholders (Bolman & Deal, 2003, p. 186)." You could be asked to cut your budget some and have the opportunity to negotiate with administrators and it would be crucial to utilize this time to benefit the program.

"The assumptions of the political frame outline sources of power dynamics. A coalition forms because of interdependence among its members; they need one another, even though their interests may only partly overlap" (Bolman & Deal, 2003, p. 188). Academics and managers traditionally have viewed organizations as having an apex of authority, but the political frame suggests otherwise when viewing organizations as coalitions allowing influencers outside of the perceived authority to help set goals and make decisions (Bolman & Deal, 2003). This frame views authority as only one form of power in an organization, but when viewed as a coalition together members can do more than they could separately (Bolman & Deal, 2003). According to Bolman and Deal (2003), partisans may lack authority, but they have other power sources; position power, information and expertise, control of rewards, coercive power, alliances and networks, access and control of agendas, framing: control of meaning and symbols, and personal power. Having multiple sources of power enables authorities ability to dictate decisions without input. This allows for program decisions to be made for the best of the student

with views from all involved areas, not just one person with part of the information making decisions that impact multiple others.

Symbolic frame. “The symbolic frame seeks to interpret and illuminate basic issues of meaning and belief that make symbols so powerful. It depicts a world far different from traditional canons of rationality, certainty, and linearity” (Bolman & Deal, 2003, p. 242). There are five assumptions that make up the symbolic frame.

According to Bolman and Deal (2003) symbols help to express an organizations culture and when we think about the assumptions in this way it helps to create understanding of the assumptions. In college there are many things that happen that are symbolic moments, such as the graduation ceremony. While the ceremony itself is symbolic of the completion of your degree the ceremony itself is not what's important. It's the fact that you have earned and been granted your degree. This aligns with assumption one, “what is most important is not what happens but what it means” (Bolman & Deal, 2003 p. 242). For students with IDD earning any sort of certificate or degree can be very important and developing programs that allow them to gain skills and graduate will help them to gain jobs. Though their degree or certificate may not be the equivalent of a Bachelor's degree, it is still important and valued, especially by the student and their family.

Assumption two, “activity and meaning are loosely coupled; events have multiple meanings because people interpret experience differently” (Bolman & Deal, 2003, p. 242), can be applied to higher education and the college experience as a whole. People have many different views of what college is and should be because there are so many ways to be involved outside of class and activities to find value in. The difficult part is

that everyone has a different perception and experience during their higher education experience. When an employer compares you to a peer based strictly off your degree achievement they miss every other activity that you invested in and growth opportunity you took part in. For students with IDD while they may be earning a certificate for completing life skills focused classes, they still had the opportunity to experience college and be involved outside of the classroom. Just seeing that they attended college and were successful could put them ahead of their peers when looking for jobs or apartments because though their training is different, they were prepared for life after college.

“In the face of widespread uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, find direction, and anchor hope and faith” (Bolman & Deal, 2003, p.242). Assumption three can be tied to the wheelchair symbol utilized to indicate or symbolize disability, while not all disabilities are visible this is a symbol that people know the meaning of and can make sense of when something as complicated as a disability can be hard to understand.

The fourth assumption focuses on an events expression rather than what it is producing (Bolman & Deal, 2003). This ties to the example of graduation, nothing particularly tangible is produced except a photo opportunity, a proud student and family, and increased confidence, but the expression of degree completion is really what is important. Again for students with IDD having the ability to say they completed a certificate or degree can be very impactful and be the initiator of great life change for the student.

The fifth and final assumption talks about organizational culture which is imperative in a college environment, culture being the thing that ties a community and its

values and beliefs together (Botman & Deal, 2003). The culture of an institution helps with school spirit, buy-in, experience satisfaction and overall happiness with your experience. When students with IDD really get brought into the culture and community it can be really special. There were students at Clemson University accepted into sororities. For most this is an important aspect of their college experience and the campus culture. Allowing students with IDD into the Greek system shows a campus' willingness to truly accept a community that has historically been at a disadvantage.

Creating symbols at an institution that can express that institutions culture can help describe and easily understand an institution. The symbols can help describe the values and vision of the institution or it can be as simple as the mascot that represents the institution that people can recognize and creates an excitement and school spirit. Stories also help to create culture and effective organizations should be full of good stories. In many recognizable programs for students with IDD there have been stories on the news that have brought positive attention to an institution. This gives the idea that the institution is inclusive and whether they meant it or not that story helps create and form the institutions culture.

Framework for Assessment

When looking at this case study, program evaluation will be key in not only obtaining the information needed, but also to be able to evaluate the institution's life skills program outcomes versus their intent. "Evaluation is made to identify performance of participants and effectiveness implementation of the programme itself" (Darussalam, 2010, p. 57). "The two major purposes of assessment are improvement and accountability. Improvement refers to the formative aspects of assessment and evaluation.

Accountability, on the other hand, refers to summative or “effectiveness” dimensions of assessment” (CAS, 2006, p. 20). Both summative and formative forms of evaluation will be used in this study, formative being more prevalent than summative.

Summative evaluation. According to Davis (2003) “summative evaluation is undertaken for the purposes of accountability or resource allocation (in the case of programs)” (p. 35). Summative evaluation will be used to assess if the program is teaching students what it intends on them gaining from the experience. This type of evaluation is typically quantitative based, looking at a student's grade or numeric score to assess their achievement (https://www.csn.edu/sites/default/files/documents/imported/summative_vs_formativeevaluation.pdf). Looking at the grades or scores of all students in a particular class or assignment can show if the class is being taught well, if the class or assignment is making the impact it is supposed to and if students are understanding the material (https://www.csn.edu/sites/default/files/documents/imported/summative_vs_formativeevaluation.pdf). If all scores are low in a class then an error of some sort has been made and needs to be evaluated and corrected (https://www.csn.edu/sites/default/files/documents/imported/summative_vs_formativeevaluation.pdf). This helps the program or instructor to make each course the most effective for learning.

Formative evaluation. According to Davis (2003), “formative evaluation is undertaken for the purpose of improving and developing an activity, program, person, or product (p. 35).” Formative evaluation shows how the program was formed, where it started and shows how it is operating now. Specifically, this type of evaluation helps

institutions change over time based on comparing their learning objectives and outcomes to what the students actually seem to gain between the time they arrive to program completion. This is where evaluation will help show the growth of the program over time, what has changed and why.

The Council for the Advancement of Standards in Higher Education (CAS) has general standards and guidelines in place that will be utilized when evaluating the program and will be considered when communicating information to others.

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Programs and services must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes. Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals. Each program and service must provide evidence of its impact on the achievement of student learning and development outcomes. (CAS, 2003, p. 1)

In 1991, Erwin defined assessment as “the systematic basis for making inferences about the learning and development of students” (p. 19). This program assessment can be most effective by utilizing learning and development outcomes and goals for students.

Students with IDD may have different personal outcomes set with their advisors as well. The assessment could be done for the class as a whole, but might be more telling of learning and development if each student in the program is evaluated as part of the assessment process. Erwin (1991) described assessment as a process to increase students' learning and development and the major purposes being improvement and accountability. Utilizing assessment as a tool of accountability can assist programs in staying current and serving students in the most effective way possible. The students will benefit from a program that does assessment to improve their program along the way.

According to Erwin (1991), there should always be discussion about how assessment will be implemented to improve programs after assessment. While assessment itself is important, application of the findings is imperative to its effectiveness and is what makes the time and resources put into assessment worth it. We do not want to waste the time of those working in the program to do the assessment and then leave everything as it was prior to assessment. Setting program goals and guidelines can keep all persons and departments involved in the program accountable to serving students in the most effective way possible. These students are coming to learn and develop like any other college student. The program gets to focus on making them successful members of society and not teaching information on a specific major or subject so without accountability among the staff it could become difficult to meet set outcomes.

Each program should choose how they want to assess their learning and development outcomes and then make a plan as to how they will gather and evaluate their information and make improvements to the program. While there is not one right way to do assessment, being able to talk about the growth and development seen or unseen is

important to be able to continuously develop the program. Also, being able to talk about why an improvement or change was made will be important when talking not only with administration, but also potential families or donors.

According to Davis (2003), institutions do assessment to help them make decisions or to improve what they're doing. "Current emphasis on assessment also implies that the evidence of student learning is used as the crucial evidence of quality of programs in Higher Education" (Praslova, 2010, p. 217). Programs for students with IDD need to be seen as impactful and valuable to continue to serve students. Assessment of the programs will help them to continue to serve participants effectively.

It is important to utilize assessment to understand where the program started and how it has developed to where it is now, utilizing assessment as a means for understanding program growth. Using a qualitative and personal interaction model for research, while also assessing documents will allow the researcher to see written changes in learning objectives or outcomes in the program and differences in curriculum. While having conversation about the changes will allow those involved with the program to explain what wasn't working or what objectives or outcomes weren't being met and why it changed.

This assessment will give an overall view of program development. By being knowledgeable of goals and constructed environment of the program, understanding student growth will become significantly less difficult. Assessment is critical to program growth. Understanding the growth that has already happened will help the program continue to grow and change to meet the needs of the students and institution. By

continuing to assess the program, we can determine if the program and institution are serving its students to the best of its ability.

Chapter Summary

Shyman (2013) recognizes that few groups have suffered as much societal oppression as individuals with developmental disabilities. People with developmental disabilities used to be compartmentalized by disease, which was found to be ineffective because so little was known about the disabilities that people were trying to create rhyme and reason in a way that they had in other situations, but this was not the same. “Of all students with disabilities, those with intellectual disabilities have the poorest post-school outcomes. (Hart, Grigal, Sax, Martinez, & Will, 2006)”

Chapter 3

Methods

This chapter outlines the framework that was utilized to conduct the qualitative case study looking at development and implementation of a program for those with IDD. A case study was utilized to create a well-rounded view of the development and implementation of a program for students with IDD at an institution in the Midwest. Through interviews and document review the researcher was able to create a holistic view, and provide insight in to how one institution developed and implemented their program for students with IDD.

Design of Study

This study utilized a case study qualitative approach for data collection and analysis. “The case study method allows investigators to retain holistic and meaningful characteristics of real-life events” (Yin, 2003, p. 2). According to Yin (2003) a case study design should be considered when “how” and “why” questions are being posed; you cannot manipulate the actions of those involved in the study or the events that happen; you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or the boundaries between the phenomenon and context are not clear.

“The case study’s unique strength is its ability to deal with a full variety of evidence—documents, artifacts, interviews, and observations” (Yin, 2003, p. 8). The qualitative approach utilized the case study, conducting interviews and looking at documents provided to the researcher from the program to bring the information together and create an outline for implementation at other institutions interested in creating post-

secondary education life skills programs for students with IDD. Structured interviews were conducted to gain information in regards to an institution's life skills program for students with IDD. Interviews took place with administrators, faculty and staff that are active in the program being studied as well as administrators that were instrumental in the implementation of the program as identified by the current program director.

The researcher completed the interview process at the institution to be able to connect more fully with the persons being interviewed and to gain the most information about the program and student experience possible. Being able to interact with administrators in the space that students live and learn gave the researcher a better understanding of the program. According to Creswell (2008), interviews yield the best results when the participants are not hesitant to speak and can share comfortably. Conducting interviews in a space they are comfortable can be important to the data received as it is for the connection of the researcher to the site and participant. The researcher met with multiple administrators to gain insight in to how support was gained in the process of implementation, what the program looks like today versus when it was established and learn from administrators the impact and growth that they see in their students from the time that they enter to graduation. The value of doing interviews versus a survey is that the researcher can utilize interview protocol, but also has the opportunity to ask follow up questions and can ask an interviewee to elaborate on their previous answer if needed.

Utilizing curriculum models to understand the goals of the program and different documents and conversations with administrators to understand the implementation

process was essential toward providing information useful for other institutions when they are working on the implementation of a similar program.

Documents were collected prior to and during the researcher's visit to the institution to lay as much ground work and understanding as possible. Gaining any and all pertinent information from the institution helped the researcher to ask the right questions. Some questions were clearly answered in the material. Interviews were utilized for deeper insight, the documents assisted the researcher in asking the right questions through the one on one interactions.

The researcher established a relationship with the institution's administrators prior to interviews, attempting to gain as much basic information before meeting face to face. This helped maximize time to be utilized fully and effectively while on their campus. The researcher was able to use information gathered before the interview and ask guiding or clarifying questions to gain a better understanding.

Documentation

Documents were utilized to help create understanding. Looking at the website, social media, documents provided to students and families, and end of the year reports, that are important to development were also examined. These documents were examined prior to identifying all interview participants as the documents showed a need for specific individuals to be interviewed, such as the Director of Accessibility and the Associate Dean of the College of Education.

Website. On the website for this program is detailed information about the program itself. It also provides information about how to apply, the structure of the program, and profiles of faculty and staff involved. There is information explaining

student expectations in the program, the financial responsibilities and contact information for the program director to set up a tour and gain more information in person.

Social media. The program does not have a very big social media presence. There is a Facebook group for students and parents past and present. It is also a place where interested families can view information to get a good idea of the activities that happen in the program.

Documents provided for students and families. Many of the documents provided in person to interested students and their families can be found on line as well, but the program provides them to every student. The documents include a general overview of the program, financial responsibilities for attending, residence hall information, financial aid information, counseling services information, and a general university marketing piece about why they should attend that institution. These materials are provided when a student comes for a tour and shows interest in attending to help give an overall picture of the program.

End of the year reports. Three different end of year with a general overview of what happened in that school year were provided. One was produced by the staff of the program and two were outside evaluators to ensure the program was reaching its goals.

Site

The research took place at a mid-size public institution in the Midwest, serving approximately 12,333 students from 42 states and 61 countries; 53 percent are female, 47 percent male. They are a state leader in program-specific accreditations through national associations, and are fully accredited by the North Central Association of Colleges and Schools. They have a student-to-faculty ratio of 16 to 1 with 486 full-time faculty.

members, 70 percent of whom hold a Ph.D. or other terminal degree in their field. The institution offers 150 programs of study leading to a certificate, bachelor's degree, master's degree, education specialist degree, or cooperative doctorate.

The research specifically looked at the life skills program serving students with IDD. The program was implemented in the Fall of 2010 and has been serving students with IDD for seven years. The program typically enrolls 12 to 16 students in each class. The students enrolled come from all over the United States, and have just accepted their first International student.

The program itself is housed in the College of Education, they have their own department that has the director's and two other professors/ case manager's offices as well as their main classroom set up in the same space. While the students have life skills classes in the classroom connected to the program offices in the education building they also use many other physical spaces. Students audit classes with traditionally admitted students in classrooms across campus, as approved by the case manager. Each student also meets with their physical trainer through the Adaptive Physical Education class in the recreation center.

The students each live in a residence hall with approximately 750 other students in the freshman area on campus that is connected to a dining center for easy access. While the students are roommates with other program participants and the five student mentors, they reside and have access to all areas in the residence hall and interact regularly with the traditionally admitted students. Students are able to use any and all spaces on campus, but they occupy spaces above regularly for their classes and everyday living.

Participants

In determining who to talk to it was determined that the current director of the program, Christina, was the best place to start. This individual was also utilized to not only identify other appropriate and informative participants but also provided the written documents to the researcher. I utilized the list of who Christina thought I should interview and reached out to everyone individually. All of the interviews were conducted in the person's office that I was interviewing, I traveled around campus to become familiar with the places that students interacted with.

There are many departments or individuals that have to work together to serve students with IDD, not always more than any other student just in a different way than they serve other students. The participants included as many originators of the program that were available to give a well-rounded view of the development and implementation process for the program. The researcher sought out current administrators, staff, and faculty to help in understanding how the program operates now and how the students are supported. Understanding how the program started and where the program is now allowed the researcher to ask questions about how the program has progressed and evolved. The participants were a broad range of professionals across campus that interact with the program in some form and that were identified by the program director who are currently or have been involved with the program in the past. I spoke with Christina, the program director, at the beginning and end of my time on campus to follow up about my visit and ask a few questions that came up during other interviews that I wanted clarification on.

On the first day I also met with Bailey, the Director of Accessibility, which was one of the developers of the program at the university. I wanted to get a good base of information on the first day so I could alter questions on the second day if needed. On the second day I met with as many program partners as were available, the program partners have a different view of the program because they interact with the program participants for a specific reason. I first met with Owen, who is the professor of the adaptive PE class, this is where they get their personal training, through his class. I then met with Callie who is the contact for housing that assigns the students and helps address concerns. Directly following Callie I met with Alex, who is also a housing contact, but she lives and works in the hall with the students of the program so she gets to see how they interact on a daily basis and their needs in a residence hall, versus the more general outlook of Callie. The last program partner I was able to interview was April, a Speech Language Pathology Graduate Assistant, she meets with and assesses students needs in the program. At the last minute Meredith, the past Associate Dean of the College of Education, the second program developer became available and I met with her getting a wrap-up holistic view of the program. This meeting helped me to process what I had heard from program partners and their connection to the program and how and when they became a part of the program.

Overall, using day one as the day to get historical information and a holistic program view was very beneficial. I went into day two with the program partners knowing that they may not have as much historical information, but this gave me the opportunity to take more time on their specific area that they work with the students on. The program partners were able to explain growth of students in specific areas and give

examples proving effectiveness that was tangible. The program partners were also good people to get an understanding of students, faculty and community acceptance of the students because they may not be recognized as program partners and may hear a more honest opinion from students, faculty, and community than the program director might hear.

The seven participants and their role at the institution is described below.

Christina, Program Director. Christina serves as the current program director. Christina has been at the institution for 7 years and in her role as the program director for 7 years. She came to this role after many years working in the K-12 system and was introduced to the program through a friend of one of the program developers as they were looking for a new program director. The researcher met with Christina first and last during the visit to first get an overview of what to expect throughout the interview process and then to ask follow up questions after speaking with other participants. These interview times were designed to gain a more general sense of the program, what it offers students, and how different people across campus work with the program. An interview with the program director was important as they have been a part of the program since the second year of existence, thus they have seen the program undergo change and had critical information in how the program actually runs and how it has developed over time and play an important role in understanding the evolution of this program.

Meredith, past Associate Dean of the College of Education. Meredith, one of the two developers of the program, served as the Associate Dean of the College of Education during then development, implementation and first few years of the program. During her interview she was able to provide insight in to how things occurred during the

early years of developing and implementing this program. She was actively involved with the program and as a department head in the College of Education. She has been very active in the development, implementation and change that has happened in the program and retired May 2018.

Bailey, Director of Accessibility. Bailey was also one of the developers of the program, she has served as the Director of Accessibility for the university since before the programs implementation and was integral in making sure the students would be accommodated across campus. She works with students and their families to learn what accommodations they need and help them advocate for those accommodations. In this interview it was important to gain insight in to the creation and implementation of the program as well as her perspective of how it has evolved over the years. Bailey has remained active in not only serving as the Director of Accessibility, but also helps evaluate students for admission to the program. She too retired in May 2018.

Alex, Residence Hall Director. Currently, Alex is a first year graduate student serving as the Residence Hall Director of the hall that the students from the program live in. She came to this role right from her undergraduate experience. She lives on and has her office in this same area as where the students live. She is active in assisting them with any questions or concerns they may encounter in the residence hall, serving as a support to the program and students as a whole. In interviewing Alex it was important to understand her role in the overall program from the perspective of today.

Owen, Instructor. Owen serves as the professor to the Adaptive Physical Education class at the university. His official role at the university has remained the same prior to and after the program implementation. Now in his class, his students serve as

personal trainers to the students in the program. He was asked to support the program in the second semester of the program when physical wellness was identified as something that wasn't being addressed or encouraged with the students in the program. Owen was asked about his involvement as he came in to the program in the early stages, which means he was able to speak to the evolution of the program as well as his role in that experience. Owen also has a therapy dog he brings in regularly for the students to interact with and he identified that it helps ease worries of students as they experience college away from home.

April, Graduate Student. April is a first year graduate student in the communications disorders program, studying Speech Language Pathology. She is training to become a Speech-Language Pathologist and is assigned two students from this program per semester as clients. As April serves as more of a supportive educator to the students of this program she was interviewed to understand this role as it relates to the students program. Being new to the program could speak to the program's current status and being part of the overall structure. She is responsible for working individually with two students a week as well as partnering with three other graduate students to conduct monthly group sessions.

Callie, Assistant Director of Residence Life. Callie is an Assistant Director in Residence Life and has worked with the program since it began. This provided the opportunity to gain insight from her regarding the role of residence life as this program began. Her role in the Residence Life department is assignments and in this position she has helped find a hall that accommodates the needs of the students in the program. She sets up their housing contracts and places the students as the program sees fit. She also

helps communicate with parents and others at the university if there are issues or concerns from the Housing and Residence Life realm. It was important to speak with her because this is a major component of the program and she and her department have been involved since the beginning.

Data Collection

Interviews with program administrators from the institution were conducted to gain greater insight. Program administrators were identified by doing research on the creation of the program prior to setting up interviews and by inquiry through the institution. Interviews happened on the campus in order to gain the maximum amount of information and to get a hands on experience with the program. Being able to create a connection with those being interviewed in person created trust between the researcher and interviewee, providing more insight into the individual and their role as well as the ability to ask guiding questions to obtain more data.

Part of the data collection was attempting to fully understand the program and all of the aspects that make it impactful for students. Walking around campus, reviewing documents, visiting the office and classroom, and speaking with administrators to learn about what they tell students and their family's while they are considering the program. Speaking with as many administrators that were available, provided a well-rounded understanding of the program and how they are serving students' needs and adapting to serve each students' individual needs. Students participating in the program were not interviewed as they are participants in the current program and are unable to speak to the development, implementation, and changes made over time.

Interviews were recorded so the researcher could refer to them after the campus visit. The researcher collected documents from the institution that were used to gain support of the program and implementation materials. The documents and information collected were adapted to remove identifiers to maintain a higher level of anonymity.

Data Analysis

Interviews were conducted following the interview protocol of the study and recorded during time on campus were transcribed by the researcher in Microsoft Word. The researcher listened to and reviewed recordings and transcriptions multiple times to ensure accuracy and full understanding of material. Any documents, website information, print material, social media and so on were analyzed. They were analyzed to help answer the research questions designed for this study. Documents were primarily utilized to show development and change in the program while interviews tell the researcher why change happened. The researcher identified major themes in the interviews and documents gathered to combine multiple perspectives and create a holistic view of the research collected. After themes were identified coding of material was imperative to manage and analyze data in relation to research questions.

The researcher utilized the interviews and information gathered to create a guide/model for institutions in the future desiring to establish a program for students with IDD.

Treatment of Data

Data was collected through interview and participants read and signed an informed consent form in order to participate. Contact information for all participants is kept separately from the transcribed and recorded data to ensure they cannot be connected and to maintain participant anonymity. Data will be kept for three years after

research completion, per IRB policy, after three years the audio, electronic, and paper files will be destroyed.

Chapter Summary

By utilizing a qualitative case study to look at the development and implementation of a life skills program it will help to create a guide for future implementation of programs for students with IDD. Through interviews and document review the researcher was able to create a holistic view of the program, allowing the researcher to identify helpful insight for potential new programs to consider. Interviewing key players in the development of a current program allows the researcher to gain insight that may not be explained or seen in documents. Understanding important documents helps to ask the right questions and gain as much insight as possible, once conclusions are made. Data is kept for the required amount of time all research will be destroyed while important findings are included in the following chapters.

Chapter 4

Results

The purpose of this case study was to understand how one institution in the Midwestern United States with a program for students with Intellectual and Developmental disabilities was developed, implemented, and currently functions. Participants were asked a series of questions to help create a well-rounded view of how the program was developed and implemented, what the program looks like today, and how the program has changed overtime. Seven participants were asked to share their knowledge and their experiences with the program, and to give specific insight to their area of work with the program if applicable. Archived documents were also utilized to more fully understand the program holistically. This chapter will focus on the main themes that participants identified in their responses that assist in providing answers to the following research questions:

1. What influenced one institution to create a life skills program for students with Intellectual and Developmental Disabilities?
2. How was the life skills program for students with Intellectual and Developmental Disabilities implemented?
3. Who were key players in the implementation of the program and what were their roles at the institution?
4. How is the program structured today? What modifications have been made from the original program?

The origin of the life skills program

Participants were asked to explain what influenced the development of a life skills program at their institution. What participants described was from their unique perspective and role at the institution. Some participants could not speak to the origin of the program because they were not at the university when the program began.

Need. When asked what influenced the development of this program first and foremost was the need for it. Christina, the current program director, talked about the specific group that brought the need for a program of this type to their attention. A group of parents with children that have Intellectual and Developmental Disabilities in the area near the institution were pushing for a program,

EXCEL, a group of parents in the Kansas City area. Actually, it's parents and business people, and they wanted to have a program like this on a campus for students and their families because there wasn't [one in the area]. How hard is it for a student to have their siblings go off to college, "Well what about me? Now there is a place for me." The me's who didn't think they would, and the me's whose parents didn't think there would be places for them to go.

Christina, said that "it was the first post-secondary program [for students with Intellectual and Developmental Disabilities] in the state." The EXCEL group was looking for a program near home that their students could attend. Meredith, a program developer and at the time of implementation was the Associate Dean of the College of Education, spoke about how as they considered who they would market this program to, focused on those with IDD in a particular region, "our original intention was to pretty much serve the middle [of the United States] and the Midwest."

When Alex, the current Residence Hall Director of the building that the students live in, was asked about the need for programs like this she said,

A lot of parents don't think that their kid will ever go to college. That's not a normal thing for students with disabilities to go to college and live on their own, just because the horrible world we live in right now.

The participants in this study spoke about the need for this program, and how this institution in particular was able to meet the requirements that parents were looking for at a college. A general need for programs for students with Intellectual and Developmental Disabilities was also shown for those students to gain life skills and help them have a sense of belonging.

Outside Influence. Participants spoke about of the influence coming from outside the institution, from the EXCEL group in particular. Meredith, as the Associate Dean in the College of Education shared how she had been talking with a friend who was a part of the EXCEL group,

One of the things I had been hoping to do here at the institution was have a summer bridge program that would include students with disabilities. We had a program at the time for at-risk high school students who were at risk just in terms of not being very likely to go to college. I thought students with disabilities attend on a much lower percentage basis than students without. Wouldn't it be nice to have a summer bridge program for students with disabilities to come and get a college experience? I was thinking a week in the summer like a camp. She said, "Well, just coincidentally, there was this group of parents in the Kansas City area who had raised money, and we're still raising money in hopes of getting a

program started in the Kansas City area that would be a post-secondary program." More than just the summer bridge program an actual program. I said, "That sounds cool. What are they looking at?" I guess they looked at 13 different places, and we were on their list, but they hadn't gotten to us yet. I said, "Well, come and check us out." It turned out that one of their board members is a former graduate. They came down and talked to us. It just seemed to me like a really good fit from the beginning, because they were looking for some place that would be an integrated residential on-campus, authentic college experience, not necessarily leading to a degree, because we're talking about students who would not have been typically admitted with ACT scores, and GPAs, and college bound course work, but who would benefit from some additional post-secondary work that would prepare them for independent living and the world of work. It was like within a few minutes of talking to them, I thought, "This is just really a good fit, I want to do this." My sense was they had the same impression that they had looked at a couple other places and they'd rather go with the public than a private institution. They would rather have it outside the Kansas City area so that kids could get away from home since most of the parents were in the Kansas City area. They like the size of [the town], because it's a college town, and there's a lot of interaction between the community and the university here.

Bailey, who was also a program developer and the Director of Accessibility Services, added,

We're about just a little over an hour's drive from the Kansas City area. I think partly that did please the parents, far enough away that they're not at home, and

yet close enough parents could jump in the car and be over here if they needed to.

I think that certainly was a factor.

Meredith went on to say,

I came back to campus and talked to my boss who frankly at that time didn't quite get it, but gave me permission to check it out, because I was writing grants and bringing in grant money, gives you a little more autonomy to do what you want to do. He gave me permission to pursue it and get a group together to look at the feasibility.

Owen, a professor in Physical Education was brought in shortly after the program was implemented. He was responsible for the Adaptive Physical Education class that students participate in. He spoke about how he has always seen strong support from administration for the program, since he was brought in during the second semester. As the participants talked about getting support from the upper administration they also identified that they did not have financial support. Meredith and Bailey both spoke about seeking out grant funding. Meredith said,

The initial grant was for two years, and we got an extension of several months to do an external evaluation at the end of the first two years. Then the university just absorbed it and made it a regular program. We've been in the budget book ever since as opposed to soft money. What Meredith meant by soft money was that it was acquired through grants, or donations that disappeared once the money was spent, and the current set-up of the program is self-sustaining financially.

Meredith explained how she and Bailey went from getting approval to do further research and exploring the feasibility of the program to implementing it.

Our initial proposal was that we would have a year to do planning, and work with the group in Kansas City that designed this thing. This conversation was happening around December, the first of the year. We very quickly found that they liked our proposal. They wanted some minor changes, but they pretty much liked it. The administration here had said, "Well, contingent on funding, yeah you can go ahead with this." Once we found out we were going to be funded, then of course it was like, "Oh, do we really have to wait a year and a half to admit students, because some of these kids really need it now." We ended up deciding to build the airplane in the air, and came up with our admissions process and our admission criteria.

Bailey spoke about how they were further influenced to speed up the implementation process, she described their thinking process that put the program into action.

Okay, we can work for another year and a half putting this together, and in the mean time these candidates are gonna sit home on the couch and wait for us to do something. Or we can hustle and get ready to go for fall, and that's what we chose to do. Part of what we were doing was something that turned out to please the EXCEL group [in Kansas City]. We were involving programs from all across campus. We involved housing certainly, the financial aid area, areas of social work, people at the administrative level. [Meredith] is in college of Ed, in fact, she was associate dean at that time and she and I are both retiring in May, so things have changed. We had a roomful of participants from the university that were talking about this, how will that affect each of their own departments, what

could they contribute, what concerns might they have. Dealt some of those concerns, we continue to deal with some concerns. We will put that together and make our proposal, and we received the grant.

As developers Meredith and Bailey saw the need for this program when approached by the EXCEL group, they moved quickly to get the program going, but did not do it alone. They both described the implementation as building the program as they went along and the development of the program will be explored. There is not one way to develop a program, but the following explains this institutions development process.

Development of Program for Implementation

Meredith and Bailey were the two that initially made some decisions about the program as it was developed, then involved others on campus to make changes and additions from their point of view and area of expertise. They both spoke about making sure the students in the program had the same opportunities as traditionally admitted students and making decisions that would create a welcoming environment.

Admissions. Meredith talked about how they began recruiting in the beginning. She shared that to get a good pool of applicants she reached out to local school districts and through the EXCEL group network to spread the word about the program and to help gain interest. She was reaching out so people knew there was now an opportunity, whereas there hadn't been before.

Meredith described some of the initial decisions that were made in regards to admission. Meredith described that as the program developers at the university this criteria was developed by Bailey and herself. She spoke about how they anticipated that

in the following years it would change as they saw students come to campus and interact, but they needed a “jumping off point to get the program started.” Meredith said,

We made some decisions early on that we wanted to be inclusive in terms of types of disability. We didn't want to be just for autism, or just for Down syndrome, or some specific disability that we wanted it to be for that whole group of students who were high enough achieving to finish high school with a regular diploma, but not high functioning enough to have had the ACT scores in the class standing to get into a typical university.

Meredith and Bailey were the two initially to determine the admissions criteria and qualifications, both admitting that the qualifications of students has not changed since the beginning, such as age, disability diagnosis and a baseline of independence capability. Meredith and Bailey knew that these were things that were important to the program being successful and for the students' success. Students who were close in age, who had been diagnosed with a disability before age 18 and were independent in very simple hygiene and personal care activities. These were essential to an applicant's success. Meredith and Bailey gathered information through a paper application and information from the student's parents and school as well as conducting an interview to get to know the student and family before admission.

Initially Meredith and Bailey were the ones reviewing and meeting with candidates to make an admission decision for each student. They used the interview to determine the students' motivation to go to college and if the program was a good fit. The first year the admitted 12 students.

Curriculum. Meredith spoke about spear heading the efforts to create a curriculum for the program with permission from institution administrators. She explained her process briefly,

I put together an outline of what the program might look like, did a bunch of fast online research of all the programs that existed. There were none in Missouri, none in Kansas at the time. So, looked at the one in Iowa, looked at one in Illinois, looked at one on the East Coast, one on the West Coast, looked at thinkcollege.net, got a sense of what they were looking like.

After completing her research Meredith developed an outline, and spoke about the collaboration with others around campus to bring more substance to the curriculum and figuring out important details that would impact the operation of the program.

We scrambled and got together an advisory group, and put together curriculum, and put together policies and procedures, and all of the paperwork stuff that goes with starting a new program on campus, so all of it. How is this going to work in the computer system? These students won't have a regular major code, so what are we going to code them? How are we going to bill them since they're not being billed strictly by credit hours. All that logistical stuff, we had to work out pretty quickly as we were making it up.

Meredith spoke about initially doing an IEP type assessment and prescription for each student, finding resources and material that would help students to continue to progress from high school with academic type activities that would help them to be successfully independent. They weren't trying to teach the students algebra, but they did need to

reinforce their basic math skills for money management and reading for everyday life situations.

They designed a life skills class taught by the original program director and case manager that worked with the students. This is a part of their job responsibility to ensure students were learning skills to be independent. According to Meredith all students were enrolled in the bowling class offered on campus to ensure that they were getting some sort of physical activity a couple of times a week. They were enrolled like any other student so the professor was compensated through their tuition for the class. Students also audited a class of their choice, which again they paid to audit and were expected to do the work to the best of their ability, but did not receive a grade, like a traditional student.

As expressed before there were a lot of details Meredith and Bailey had to work out with offices around campus. Payment for classes was one area that needs to be addressed which meant involving financial aid and the business office. Financial aid initially went in and billed each of the 12 students individually since there was only a two-year time frame on the program at the time. The students were billed for the classes they took and audited within the program and with traditional students, they were also all billed a program fee to cover the resources and staff provided specifically for them.

While other details were worked out on the go, the billing and classes along with the course faculty were big aspects of curriculum discussed prior to implementation. There was only one course that was not taught formally by the university. Thus making it a challenge to code because traditional students could not take the class so it was not posted as the others, but through working with financial aid and the business office they were able to code and figure out billing for the students.

Residential requirement. The importance of having a residential component to the program was expressed by both program developers. Meredith said,

We also decided that we really wanted residential life to be part of it, because learning to live with a roommate, I remember from my own experience was a huge part for me of growing up. Learning to set healthy boundaries and learning to cook and all that stuff. We made a couple of decisions like that early on.

Bailey expressed these sentiments, “we decided that living on campus is probably more important than anything we do. Our courses are effective, make the grade level changes, but it probably doesn’t hold a candle to what they’re learning living in the res hall.” Bailey and Meredith knew that the residential requirement was key to their students’ success as it is for traditional students. Alex talked about how residence hall is a place where students can apply the skills they learn in the classroom to real life living, but they still have people around them to guide them the first couple times they do laundry or have an issue with their roommate if they need it.

Callie, the Assistant Director of Housing was brought in after the approval of the program. The program came to her asking how the students could fit into the current residence life set up, where they could live with one another while also being around other students. Callie and the program administrators were able to place the students in a freshman residence hall with about 750 other new students. This gave the students the opportunity to meet peers that were also adjusting to the institution. The residence hall also has a dining center in it so it is easy access for students and again a place where students from the program can be integrated with their traditionally admitted peers.

Key Players in the Implementation Process

There were many key players in the implementation of this program for students with IDD, and several of them were interviewed for this study. The people or groups that stand out as key players are the EXCEL group, the program creators at the institution, the program staff, program partners, university administrators, and the faculty, staff and students at the institution.

EXCEL. This group of parents and business people involved with EXCEL were the initiators for this program. Seeing a need for their children and community and finding an institution willing to develop and host a program for their students with IDD. The group advocated and fought for their students. Looking at many institutions before finding one just over an hour from their home in Kansas City. The group had developed goals and visions for what they wanted the program to look like and in this institution they found a willingness to support a new program if it meant that the students with IDD had a place at the institution. While EXCEL did not create the curriculum or partnerships or gain administrations approval, they did give feedback and insight for the program to help the creators understand their vision and implement the program in such a way that would be beneficial for these students. EXCEL also offered financial assistance in starting the program. They provided funding for the first two years of the program to get up and running. Aside from the program itself, they were also the ones that helped recruit and fill the program with students.

Program Creators. Meredith was the Associate Dean of the College of Education and was the person initially approached by EXCEL and she led the efforts in creating the program. Meredith brought in with Bailey, the Director of Accessibility.

They did research on other programs helping to get together ideas for curriculum, resources, partners, admissions requirements, and any valuable information they could find. Meredith worked on the curriculum outline and worked with the EXCEL group for feedback. Meredith was the connection to upper administration, gaining support for this program as an opportunity and was granted approval provided she found funding. Bailey was essential in helping determine if students would be able to be successful living and learning on campus. She made sure the campus was accessible for the program and students. They were the ones to get upper administration, such as the provost and president, to understand the program and the benefits and gained the support they needed. While also bringing in key partners to help the students succeed and finding a program director and case manager for the program to run and be effective.

Program Staff. While Meredith and Bailey were very involved in the program they also needed staff whose primary responsibility was the program. They brought in a program director to help get the program going and a case manager. The director and case manager were the people that saw students day to day, had them in the classroom, and helped the program run smoothly. They taught life skills, helped with students' adjustment to campus and worked with program partners to provide students with all of the resources they needed. While both worked directly with the students, the case manager is the person who specifically works with each student to make sure they are making forward progress and reaching their goals. They get reports from internship sites and professors of the classes they are auditing of the students progress, then address areas of concern with the student if needed.

Partners. There are three partnerships that have existed since the implementation of the program and have been essential to the students success and ultimately the success of the program. The three main contacts for these partnerships have been with the same lead faculty or staff member, which has created consistency, but the graduate students working with the faculty and staff change. Having the same contact with these departments has been helpful in ensuring the mission of the program is understood and that there is a strong connection and line of communication from each partner to the program.

Communications Disorders. The communications disorders department is training speech language pathologists. One of the professors for the graduate speech language pathology department partnered with the program at implementation to assist students and has remained a partner. The professor supervises the graduate students that work with the students and assists the graduate students in evaluating a students needs when needed. Their graduate students were brought in to meet with program participants to work on different communication skills with students that needed it. This partnership was essential to the curriculum because having a resource on campus to help students with communication difficulties was something the creators and EXCEL saw as important to the long term success of the program. The communications disorders department had graduate assistants take on two students at a time, whereas hiring a speech language pathologist for the program could've been another full-time position. This partnership was essential in contributing to the curriculum and progress of students.

Counselor education department. The counselor education program is another area where a partnership was developed. They worked with a specific faculty member in

the department to develop Graduate Assistant opportunities. This was a resource for the students in the program who are struggling or just need someone to talk to. This was essential in implementation as the creators worried about homesickness and transition into the program. The department has a graduate student that works directly with the program under the supervision of a professor. The Graduate Assistant facilitates the one on one counseling and is also responsible for facilitating group communication sessions.

Housing. Housing was a partner from the beginning and was essential due to the program being residential. Specifically, Meredith and Bailey worked with the Assistant Director of Housing, Callie in developing this partnership from the beginning. Callie was responsible for finding an area for the students in the program to all live together on the same floor, while living in an area with their peers. They house the program in a freshman residence hall that also has a dining hall. The housing staff supported the program in implementation, ensuring the safety and security of the students and by having a staff member on the hall to respond to issues or help in case of emergency. Housing had to be a key player or the program wouldn't have been able to be residential and that was a very important aspect to both the EXCEL group and the program creators.

Administrators. The administrators, such as the Dean of the College of Education and the Provost, while they may not have had their input in the program or be involved in the day-to-day operations, the program would not happen without them. Administrations approval, acceptance and support of the program is critical to its success. All interviewees point out that the administration feels strongly that the program is an important piece of the institution. Initially the provost's support was important for Meredith and Bailey to do research and pursue options, then agreeing to the program with

the condition of funding. After the planning process, but during move in the new President of the university became a key supporter in the acceptance and enthusiasm for the program from the highest level.

Meredith talks about the President of the university who began at the university the year that the program started, she described his first interaction with the program.

Literally, the first day, he was meeting students and parents he met the [program] parents. I just walked up to him and said, "We're meeting with the parents of this new program across the hall here. If you'd like to come and say a few words." I gave him my 3-minute elevator speech, and he came over and acted like he had started the program. He embraced the parents. He thanked them for trusting us with their kids. He said, "What an awesome opportunity it was for all of us to learn from each other." He was perfect.

Christina, Bailey, and Owen shared similar sentiments, talking about how important the president's support of the program has been. Owen explained, "we still have the same president and he is all about the program, loves it. That's been a huge support. The provost we had before had a 100% buy-in."

Faculty, Staff and Students. While the general faculty, staff and students of the university did not have input into the planning and implementation of the program, their support was essential to its beginning. These three groups needed to show acceptance and help integrate the program into the institution. Especially since the program is residential and the participants are living in a hall with other students, the students had to accept them as peers. Faculty needed to understand that the students with IDD were auditing

their class but also were there to learn and needed their support and understanding like any other student.

While some of these people or groups had a bigger role in the implementation they all played an important role as described in the interviews.

Current Structure of the Program

The intentionality and purpose of the program has remained the same from day one to now. Christina summed up the goals for the participants of the program, "So the whole purpose really is becoming more independent. Getting job skills. And some of our students, some of our students really do come back on campus as full time typical students." Below are current facets of the program

Admissions. Christina went through an admissions packet with me of a student who was admitted for the upcoming year, the following is what they look for. "We ask for a lot of information. This is like the list of things we ask for. Their last IEP, it gives us information about the evaluations they've had." The latest IEP from high school not only provides the students evaluations, it also provides the program with an idea of how the student has improved and the goals that were set for the student. Knowing what goals the students were trying to reach gives the program an idea of the student and their parents motivation toward independent living and if they were prepared at all in a classroom setting to continue to be in a classroom setting after high school. Christina went on to explain,

We ask for a parental questionnaire, we have this [ranking sheet] attached to what are different situations, is your student completely independent down to requires complete assistance. So we have the parents fill that out, we have the students fill

that out. We need the ARC [self determination scale] which just gives more additional situations, how do you feel comfortable about this, that, and the other. Would you do this, would you not do this.

This parental and student questionnaire gives the program an idea of the students abilities in life skills as well as getting a gauge from the student and their parent on different situations they may be in while being in a classroom, participating in activities or living in a residence hall. The program is trying to determine if the student would be a good fit in the program through the questionnaires.

Christina continued, "we ask for their transcript ... An evaluation report, we do look at their cognitive level, we look at their academic achievements." The transcript and evaluation report along with their IEP come from the students' school to evaluate whether the students have a high enough reading, writing, and math level to be successful in the program. With the understanding that it will be different for everyone, the program needs students to have equivalent to at least a third grade reading level to be successful.

Then we have four recommendation letters that we need, and they also fill out this same survey. That one is an educational one, we want that if they've had a part time job or volunteer job, we ask somebody from the community, and someone just a personal reference.

The reference letters and additional surveys give a more well-rounded outlook on the student and helps the program and committee to determine if the student will benefit from the program and if they are a good fit.

So a combination of all this stuff is what we look at. I go through and I tab [the different materials]. And then I share this with everybody else on the team. So the

whole team is looking at these [files]. And then from this, we decide as a team, does this person appear to have a good fit, will we want to interview. They may, they may not.

The team that evaluates all of the materials includes Christina- the program director, the two case managers, Bailey- the Director of Accessibility, and Meredith- the past Associate Dean of the College of Education. They all get together to look at the students holistically and determine if they should be interviewed as the final step of the admissions process.

Christina talked about some of the things that would be discussed in the interview if the student was asked for one,

So, like I said mental health issues don't work out that well, which we have learned to ask the right questions. We talk about what meds they take, because often times from their meds you know what that's going to be used for. We talk to them about sexuality, because just because a person is of different capabilities, they have the same hormones and the same desires as anybody else. So it's kind of interesting how some of our students have been very sheltered. They kind of pop their eyes out at you when you ask them, "Have you had the talk." You have to be up front, because they are moving into a hallway, which is like a hotel, living with men and women ...

Christina says the interviews are a great way for the program to better understand the student. Having them in front of them they are able to evaluate communication skill, their personality and ask things that help them understand if they are motivated to do the work in the program and if the program is the right fit. She said sometimes they are capable of

being a traditionally admitted student or they need more time to grow and the interview really helps us to determine that.

Christina admitted, “Sometimes things still slip through the cracks. So as much as we try to be thorough, because it is a responsibility. For their safety.” The admissions process cannot catch every concern and it has changed over time as they’ve learned that they needed to ask more about mental and sexual health. The process is thorough, but ultimately helps the program to admit students prepared and motivated to learn.

The program requires students to fit the following requirements to be considered for admittance,

- 18-25 years old at time of application
- Diagnosed with a developmental or intellectual disability prior to the age of 18.
- Possesses sufficient emotional maturity and stability to participate in all aspects of a supported residential college-based program.
- Have been eligible for a free, appropriate public education and have the ability to participate in an independent living environment.
- Demonstrates the ability to accept and follow reasonable rules and behave respectfully towards others.
- The motivation for continuing and ability to participate in an independent living environment.

Several participants shared that these requirements are consistent with other programs around the United States. These are all characteristics that the program creators and current program staff believe are base requirements for students to be successful

candidates for the program. Meredith talked about when they started the program she knew that it wasn't perfect and there were going to be changes made, because the students and their needs were going to change, but the intention and idea behind the program has remained the same. While there are no stipulations on specific disabilities, students must display a certain level of maturity and independence to be able to live independently. Motivation has been an important aspect that the program has learned needed to be included, if a student is not motivated to continue learning, the program is not a good fit for them as they will have academic responsibility to fulfill. Meredith said,

We learned some things from that first group that then we were able to improve. I think every year we've been able to tweak things. The interesting thing has been that even though our criteria are the same every year, it's like each class has its own personality.

Liability. Due to the thorough screening and application process for each student and family prior to admission the program believes that the liability for their students is no different than other traditionally admitted students. They ensure that their students know their resources and are high-functioning enough to be able to handle themselves. The participants in the program have to be able to live independent from a fulltime care taker, like any other student on campus.

Accommodations. Students work with Bailey, the Director of Accessibility at the institution to acquire any accommodations a student needs based on paperwork provided and a conversation that Bailey has with the student and their family. There are physical and educational accommodations made for students depending on their need, as long as the request is considered reasonable per ADA guidelines.

According to Christina,

Every campus should provide accommodations. The student just has to go and ask for them. And that's what a lot of families don't understand. But in our program, Bailey's been a part of our program from the beginning, and even though she's retiring, it should continue the same. That our students meet with that office every semester ... We encourage our students to take their tests over in the Office of Accessibility, because then they can have a quieter space, it's not as distracting. They need a scribe, they need a reader, if they need extended time for tests, they can have note takers for class when they're out in their elective classes. It's usually a person in the class who takes good notes, and they copy their notes for the student. We use iPads where say like there's PowerPoints out on the smartboard, they can be downloaded on their iPads. So instead of having to take notes in class for us, they've got the info from the PowerPoints, and they can go back and use that as a way to study. Their textbooks are available and downloaded on their iPads or their laptop in audio form. Not just looking at it, so they can do both, hear and look.

Partnerships. Christina explained that there are only three full time employees that work with the program, everything else in the program operates through partnerships and that the program would not be what it is without the partners that they work with. Meredith said, "We like the things where there's synergy between our typical students and the [program] students where everybody gains something from the partnership."

There are four main partnerships that were mentioned and talked about in the interviews, and three of the four were interviewed for this study. While there are other partnerships there are four main ones that have the most tangible impact on the students.

Personal Training. The first partner interviewed was Owen, he is the professor for the Adaptive Physical Education class. He sees and works with the students three times a week, he and his students help students in the program work on their physical wellness and understanding the importance of it. His students are paired one on one with a student from the program and work on the goals that they set together. Christina said,

That is the class where typical students are either going to be PE teachers, or maybe occupational or physical therapists. So they are matched up with our students and become their personal trainers. Then they have the opportunity to work with our students, and they come up with lesson plans and goals of what they want to strengthen. So sometimes when some of our students have had certain physical differences, then their goals might have something to do with that. So it's a really good experience for the typical students, because they're making lesson plans that have to go along with the student, which is what they're gonna have to do when they're out in public school if they're gonna be a PE teacher. And then it's been popular enough that a lot of times people who aren't even majors in those areas want to take the class with the [program] students.

This partnership has developed over time and is important in teaching students health and wellness lessons, how to take care of their bodies, stay healthy; and in some cases the students work to improve on skills or strength related to their disability. Owen mentioned that he was brought in as a partner after the beginning of the first semester of

the program and was asked if any of his students would like to work with the students in the program. He talked about the partnership starting out as extra credit for his students, then began one day a week in his class and the typical students loved it so it is now a three-day lab. Every student is assigned a partner in the program and assists as needed. Owen points out that all of the students set their own goals, some want to gain muscle, some want to get in better shape and some need more help to “work on some of their disability stuff, working on flexibility or strengthening specific joints.” This is also an opportunity for the program to be fully integrated with the traditional student population.

Communications Disorders. The Communications Disorder department has been a partner with the program since the beginning. The same professor has been a partner and supervised graduate students who work directly with the students from the program. Christina explains the partnership and how the students can benefit from working with a Speech Language Pathology Graduate Assistant,

All of our first years are given an assessment. So say a person with down syndrome is still needing to work on articulation, which sometimes is the case, sometimes not. So then they are matched up with GAs over in that department. Some of our students on the autism spectrum are needing to work on their communication skills, so they're often matched up. So all of our students get some kind of services.

Meredith described more about the importance of this partnership,

In that first group, [we] had a number of students with Down syndrome who had articulation issues, and speech intelligibility issues. We had one young woman who used sign, who had cerebral palsy and had atypical, but readable sign. We

had several students with autism whose pragmatic language skills were not great in terms of social conversation, and knowing what to say, and being able to tolerate, being around people and conversational settings was hard. That meant we reached out to the folks in our communication disorders department, where they train speech language pathologists, and they immediately saw the value of having some adults for their grad students to work with. They now do an evaluation on each of our students when they come in. Not all of them need speech language services, but they picked up where the high schools had left off, or in some cases with their Down syndrome.

One of the Graduate Assistants, April that works with the students through the Communication Disorders partnership was interviewed. She described the time that she spends with the students in the program as positive and meaningful for both her and the students she's working with. She described that at the beginning of each students' time in the program they are evaluated to see if they need to meet with a Speech Language Pathology student. Once students are evaluated they are assigned to a Graduate Assistant (GA) and the GA gets two 50-minute sessions a week working with two students at the same time. Sometimes four GA's and their eight students will come together to do activities as well to work on different skills in an interactive way.

Counselor Education. The third partnership is with the Counselor Education Department, specifically a faculty member in the department, they too have been a partner since the start of the program. The program finds a Graduate Assistant in this area who is supervised by a professor in that department. Bailey explained the partnership as such,

The graduate assistant, they have either one-on-one counseling sessions or group counseling sessions with the [program] students, and that's worked really great. Sometimes they're able to spot budding problems before they become problems, maybe relationship issues or new dating issues, or the homesick part. As a team then we're able to address that.

The GA from the Counselor Education department works with students one-on-one and in group counseling sessions to work on communication skills and to help them through personal struggles that they might be dealing with. This again gives students the opportunity to gain skills that will help them to be more independent and to advocate for themselves.

Housing. The students all live on the same floor along with their five student mentors. Housing has them in the area with wheelchair accessible bathrooms as they have students who need them. They are the only students on the floor, but they have access to the rest of the building and the dining center is in the building for easy access for the students.

"Housing, if you're going to have a housing component, they also have to get it" Meredith said. Housing is an essential piece of the puzzle, Bailey talked about the amount of learning that happens in the residence hall is much more than what they can learn in the classroom. The residence hall is where the skills they learn in class are put into action. Housing has been a partner from the beginning when Meredith and Bailey were developing the program. Callie, the Assistant Director of Housing, has been in her position since the beginning and has been the point of contact for the logistical side for the entirety of the programs existence. When this program was brought to Callie she

talked about some of the immediate questions she had, mainly regarding accommodations and staffing. Once the logistics were figured out, Callie worked with the program and the Residence Hall Director to figure out any issues that may come up.

Housing's role has changed some since the beginning just due to adjusting to issues faced or needs of the students. Bailey shared how in the beginning there was a student staff member employed by housing that lived on the floor and they found through a couple of situations that the students really needed to be trained through the program to be able to effectively support the students; so now there are five student mentors that are selected and trained by the program to live on the floor. They have learned that this gives the students more support and the program has coverage on nights and weekends.

Another change has been the hall that the students live on, they have always lived in the same area, but they were moved to the area with wheelchair accessibility because they had students that required that accommodation. While the hall they live on has changed the students still all live on the same floor, with roommates from the program. Alex, the students Residence Hall Director, thinks that the students could benefit from living in the same residence hall and have a roommate in the program, but being more mixed in with the general population, for the purpose of meeting others and avoiding extra drama by living with and going to class with the same people all the time.

Other Partners. Other partners that are essential to the programs operation have been the Accessibility Office. This is where Bailey came in and works with all students who need accommodations, especially in the traditional classes that the students a registered for. Meredith said,

Financial aid also has to get it, because the paperwork, there's extra paperwork to get approved. It's not automatic that you can get eligibility for the Pell and supplemental, and so that paperwork took a year, a solid year of working with a really good financial aid officer to dot the I's and cross the T's.

The program also uses volunteers to facilitate their study hall times, many of which come from the social work program, special education program, and international students. Christina also talked about some fraternities and sororities that have taken it upon themselves to do something with the students. There is a fraternity that helps them build a homecoming float and a sorority that hosts a spring dance. Bailey and Christina both talked about a business class that partners with the students to do a project and raise money for the program.

The last two partners are different for every student, these are the professors of the traditional classes that students take. Owen has heard some negative comments from faculty about the students being in traditional classes, but he thinks they should be more integrated and wished that more faculty support was present.

The last partner being the internship sites that the students work at, Derek a case-manager, communicates with the supervisors and helps set those up, but the internship sites have to be willing to host the students and help them learn.

Classes. Students participate in classes specially designed for the program and in regular session classes with traditionally admitted students. According to the program brochure the current classes are the following,

Semester One.

- [Program] Seminar I: University Foundations

- Daily & Independent Living Skills
- Beginning Bowling (eight weeks) and Valuing Difference (eight weeks)
- Technology Literacy Class and Lab
- PLATO (computerized program for academic skills)
- Recreation or Fitness
- Person-Centered Planning, Communication, and Study Halls

Semester Two.

- [Program] Seminar II: Learning Strategies
- Workplace and Community Skills
- Personal Math
- Elective Class (Credit or non-credit based on student interest or career path)
- PLATO (computerized program for academic skills)
- Recreation or Fitness
- Person-Centered Planning, Communication, and Study Halls

Semester Three.

- [Program] Seminar III: Transition Planning I
- Elective Class (Credit or non-credit based on student interest or career path)
- Internship I (individualized, 12-20 hours per week)
- PLATO (computerized program for academic skills)
- Recreation or Fitness
- Person-Centered Planning, Communication, and Study Halls

Semester Four.

- [Program] Seminar IV: Transition Planning II

- Elective Class (Credit or non-credit based on student interest or career path)
- Internship I (individualized, 12-20 hours per week)
- PLATO (computerized program for academic skills)
- Recreation or Fitness
- Person-Centered Planning, Communication, and Study Halls

These classes have been designed to help students to become more capable of living independently, teach them job skills and to integrate them at least 50% of the time with the traditional student population. Like other areas of the program, the curriculum above is not the same as it was in the beginning. Meredith and Bailey described some of the changes. Meredith said,

It changed a little bit. We started out using that, it's IEP based model where we were thinking, well, we had individual functional academics, and they'll have personal math course, and we'll do reading, because we're special ed people we do testing. We'll find out their present level of performance in reading, writing and math and we'll give them individualized instruction. That first group we had one college ready student who had no social skills, and we had a couple students reading at the third-grade level. That quickly became unattainable, because there was just no way to group. We purchased the PLATO Edmentum software, which is an individualized software program, where they do a pretest and then based on their correct answers and incorrect answers they get prescriptive lessons that they do online. We've been able to meet their academic needs. That's one thing that's changed. We started out thinking we'd do that by hand and decided, no we were not going to do that by hand. We were going to use technology to help us assess

and prescribe instruction. They all have some functional academics. For the ones who are already high functioning, we look at those gap places where they might have an uneven profile, fill in the gaps. Then they can move onto work on job related things, so things that are more like filling out applications or that we have access to college instructional materials to supplement the electives they're taking. The higher functioning kids will go onto more challenging stuff, whereas the ones who really are still struggling to keep a checkbook, that's what we work on for two years.

Bailey had many of the same sentiments about the curriculum change,

One thing we began to learn fairly early was on the academics. Even that first cohort we had people doing math at the first grade level and the late high school level. How do you have a math class with that? We invested in the Plato system, P-L-A-T-O electronic prescriptive teaching method. The student does an assessment, it determines at what grade level they are for math, for reading, for writing, and then later on there's even a job skills component. It's an expensive product but we decided that was the best way. We had a staff of three, how do we cover those broad ranges of math and writing? Plato is what the students complain about but I don't know, it looks pretty cool to me. It's all computerized but some of it got cartoon characters. It will read out loud if they wanted it to do that. They take the assessment to get the prescription which then determines what lessons they will cover. I think the students are required to do two to three hours a week of that. The staff knows if they've done those hours, they can even tell when you just turned it on and walked away. That has made amazing changes, that's where

we're seeing these three, four, five grade level improvements in some of these skills. Even some of our students who came some pretty high skills, it'll take them on up into the early college level if that's needed, kind of depending on what the student's goals are. We just don't need to go there. Do they really need calculus if they want to be an English major? I don't know, I'm not offending English majors. Do we even want to keep doing the Plato if they've really hit a peak that for most of us is what we need. That was, the second or third year, that was a big investment and it's been a huge benefit.

While not many things have changed about the overall curriculum the implementation of PLATO has shown great success in student progress.

On-The-Job Training. Students work with their case manager to organize internships that fit their interests and future career goals. Christina talked about new efforts this year to improve the on-the-job training portion of the program

[Derek] started this year, that was new. We hadn't done before, the first years are having the opportunity to job shadow in two different positions before they start their internships next fall. So that is really good, because if they try something out that they thought they wanted to do a semester worth, and maybe it's not what they thought it was gonna be, they have the opportunity to make a change before it actually would happen next fall. So it's kind of like covering more territory. So they've kind of enjoyed that. I guess they go several different times to do the job shadowing, and they do two of them ... So that's something that's different.

Those interviewed mentioned multiple places students have held internships, the sub shop, a daycare, the bookstore, the university grounds crew, and working with a sport

were some examples given. Students work two different internships during their second year so they have real work experience when they graduate from the program.

Outside Involvement. Students are highly encouraged to be involved in activities outside of the classroom. Student Mentors will take them to events initially to help the students become familiar with campus, but the student should find things they are interested in and participate.

Safety and Security. Bailey spoke about safety resources that the institution has for all students to use if they need assistance or are uncomfortable. She said,

They have safe teams who any student can call the public safety number and get somebody to walk them back to their res hall or things of that kind. One young lady in [the program] was over at the basketball game. And all that is, which as I said is another block or two past the [university] Tower, and then she got separated from her friends. It was night, the game was over, and she just waited there and called the safe team, and they came over and walked her back. That's an example of that, so they don't have to set out on that fearful trip. There's another app that's Campus Eyes, and other campuses have this too I'm sure. It's a phone app, and it does have the capability that if a student engages the app, the public safety knows where they are, they can tell through the GPS where they're located. Campus Eye has two features, the way we use it, one is if you spot something, broken sidewalk or a light out, you could report that and that goes to the facilities people who can put it on their list to repair. The other is for campus public safety. If someone did engage the campus eye, public safety would immediately know

where they're located and they could go find them and locate them if they needed, if it's an emergency situation.

Alex, the Residence Hall Director also explained that the students have a curfew each night that is monitored by the student mentors hired by the program and that students needed permission to stay out past curfew.

Financial Constraints. Christina talked about the program fee and the financial aid opportunities that students and families are seeking, due to there not being federal funding for the program.

College is expensive. The students or the families are charged the same as a typical student on campus. Then on top of that we have a [program] fee. We do not receive any kind of funding from state or federal to run our program. We're self-sufficient. And we do that by having the [program] fee ...So the [program] fee, it's taken care of before they even get here, in the summer. And then it's only taken in the fall. So in the spring their expenses are not going to be quite as high. But that is for each year, they have a [program] fee. When a person is not degree seeking there are not as many scholarships available. But as listed in here [financial obligation sheet given to families], students with down syndrome, there are a couple of organizations that offer scholarships. Ruby's Rainbow is one, and then the Down Syndrome Guild has scholarships available. Because our students are integrated over 50% of the time. they're able to do their FAFSA paperwork, and so some of them are eligible for Pell grants, but Pell grants are getting harder and harder to be qualifying for. So communities oftentimes have service organizations that offer scholarships, they don't specify a certain kind of student,

so we encourage families to check out their communities where they live, because whether it's Rotary or Lions or whoever, they might have different things they offer. We have what we call the [program] Student Success Fund, but it depends on donations, so we do get some donations, so we share what we can. We don't have anything full ride for anybody. And even though we don't want just the families who can write a check, it is sometimes challenging for some families, because they haven't thought ahead of time that there was going to be something available. So it's not always possible to have money put back already.

Bailey explained how they kept the students eligible for Pell grants, FAFSA funds could be available to students who were non-degree seeking if certain contingencies were met such as at least 51% of the time in inclusive environments. Our students live in campus housing. Even the first semester they would take the two courses with other [university] students. Second semester maybe more courses. Getting them involved in some of the student organizations. That's how we kept them at that at least 51% inclusivity. If their family is qualified for Pell and the FAFSA. It didn't make a difference to [the program] if our students were eligible, but we knew it would make a difference to families. That was something we learned and just made sure we always were meeting that besides that it's the best thing for the student to not be isolated.

The financial obligation of the program has not changed over time, but the program has ensured to remain over 50% integrated with the traditional population so that the students can be eligible for some federal funding.

Chapter Summary

The interviews and documents provided gave great detail and explanation of how the program started and how it is now. While the program developers admit that there are not too many things that have changed, everything that has changed has just continued to make the program better.

Chapter 5

Discussion

This case study was performed to explore a program for students with Intellectual and Developmental Disabilities, how it was developed and implemented, how it has changed to today, and how new programs can make a difference. This study was conducted to gather information about the following research questions for a single institution:

1. What influenced one institution to create a life skills program for students with Intellectual and Developmental Disabilities?
2. How was the life skills program for students with Intellectual and Developmental Disabilities implemented?
3. Who were key players in the implementation of the program and what were their roles at the institution?
4. How is the program structured today? What modifications have been made from the original program?

This chapter will discuss the study's significant findings, present the researchers conclusions, and offer suggestions for future research in relation to programs for students with Intellectual and Developmental Disabilities. Recommendations for institutions considering the development and implementation will also be provided in this chapter.

Significant Findings and Discussion

Four research questions were used to guide this case study to gain insight on the development and implementation of a program for students with IDD and how it has changed over the years to where the program is today. Seven participants were

interviewed and documents were evaluated providing many points of view and a deeper insight into the program. Significant findings will be discussed in comparison and alongside the literature review.

Influences of the Life Skills Program. The influence for starting the program at this institution was ultimately that a need was brought from community members. The community members made a connection with someone who worked at the institution and this person saw the need and the difference a program could make first hand. While the outside group was the initial influence, they had to find the right place and people to take the idea and create a vision and plan in a college setting, but those in the college setting also had to see and understand the need. Finding the creators at the institution was essential because they were invested and passionate about the program and were able to use their expertise and pull to influence and create buy-in from administrators to approve and make the program happen.

Having a person or group of people as influencers is essential in creating a program. The influencers have to understand the need that the program will serve at their institution specifically, taking the institutions mission and values into consideration (Papay & Griffin, 2013). In this case it was Meredith, the Associate Dean of Education, who had the connection to the parent group, administration, and had an understanding of how the program could fit into the institution. She did the research to see what other institutions were doing, thus helping her to create an outline for the program. And Bailey, the Director of Accessibility, was critical in helping understand how students will be able to successfully attend the institution and how to make the campus accessible. They knew the university setting and were willing to do the research and learn about the

population wanting to be served. Without their passion, determination, and willingness to learn none of it would have been accomplished. Understanding your institution and having passion and persistence to advocate and do the background research and work is essential. Having more than one source of influence can be very beneficial, and was in this case with the influence of Meredith and Bailey. Someone within a university cannot just decide they want to start a program; they must be able to show need and gain support. Having outside influence and support was critical in the start of this program and will be helpful for implementation of future programs.

Development of Program for Implementation. The program would not have been possible if it were not for the parents from EXCEL who could identify what they wanted their students to learn in a program like this. The creators also looked at similar programs across the country to see what they were doing and what was important to include in the curriculum. Also utilizing their background in working with the traditional college population they were able to help best serve the students and create a positive and impactful learning experience for them. The creators realized that some skills would need to be individualized and they needed to find a way to incorporate students' individual needs into the curriculum. The individual skill learning was implemented through program partners.

Once the creators had an idea of what other campuses were doing, what parents wanted to see, and what they believed would benefit students, they had to make sure it was all feasible at the institution. This is where campus environment is so important in the implementation process of a new program; and if not designed with these elements in mind that would work well with a program of this type, it would not be beneficial to

bring the program and students to campus. Utilizing Strange and Banning's (2001) four frames of a campus environment: physical environment, human aggregate, organizational structure and symbolic structure, we can see how a campus can implement a program like this. Specifically for this program three frames were important: physical environment, human aggregate, and organizational structure. These will be further explained below.

Within the physical environment frame institutions need to consider several things related to how they are physically able to accommodate this program. Some of the things they needed to consider was the residence hall facility that the students would be occupying and whether it would accommodate the different physical abilities of the students. They had to consider the classroom space and locations for the students enrolled. With this they had to consider students ability to adapt and when and where they may need assistance in maneuvering through the physical environment. As this program was being developed it evaluated the spaces its students would absolutely need access to and whether the physical environment was able to accommodate them. All institutions advocating for a program like this will need to also evaluate their physical space. The individuals on this campus who were involved became very familiar with ADA regulations as well as universal design considerations in order to make adjustments as needed before bringing students on campus.

The human aggregate is another frame that has played into the success of this program. The human aggregate of an environment is what holds people and makes them want to remain in that environment (Strange & Banning, 2001). Humans serve a purpose in their environment and for these students with IDD the environment is very important to their success. The creators knew that once students were on campus the program

would need dedicated staff to ensure students were receiving the support they needed to be successful. They had to think about who on campus they would need to make the students successful on campus, to help them learn and grow. Not only did they need to consider who would be involved, but also what their role needed to look like with these students coming on campus. It is important for all students, but particularly in this program to have the right people involved. Having dedicated and passionate professionals involved is essential. The people that become involved should be well connected and be able to work together for the best of the students. Having relationships across campus is important to the environment that can be created on campus to support the program.

“Organizations can be thought of as environments with a purpose” (Strange & Banning, 2001, p. 61). The program can be thought of as an organization within a higher education organization or institution. This program is in place to serve a specific purpose, teaching skills for independence to student with IDD, thus the organizational environment is very important. In this study those involved from the very beginning played important roles not only in the development of this program but at the institution as well. They knew the right people to involve and had positions that aided in making important decisions with little need for approval across the campus. Because they had a clear purpose it was easier for them to gain support above and below their positions in the organization. Institution size can play a key part in how the organization is impacted, it may be quite different at a larger institution or much smaller institution.

Strange and Banning's (2001) symbolic frame is important when thinking about the culmination of this experience. Graduation is symbolic of the end of a higher education journey and while these students are earning a certificate at the end of their

time in the program and not a degree this is still important for them. By completing the program they have learned skills for independence and are equipped with the skills they need to be independent and they get to celebrate that with the program, friends and family.

Program staff, creators, administration and the general faculty, students and staff played a large role in the implementation from a human perspective. Program staff and creators of course were there specifically to support students to help ensure they are successful, but the buy-in of the administrators was really important, not only for parents, but to help create buy-in across the university. Students, faculty and staff may not have directly helped with the implementation of the program, but they accepted and supported the students through different aspects of the program; helping directly or indirectly integrate them into campus.

The program was created for a specific purpose and many people were involved in fulfilling that purpose. Partnerships that helped the program in implementation were housing, financial aid, accessibility services, counselor education department, and communications disorders department. All of these partnerships played a role in the students being able to come to campus and in making the program a success.

The application process was essential to implementation because they needed students to have the program. The creators utilized other programs they researched and their thoughts on what would make a successful candidate to start their admissions process. Gathering as much background information as they could was important in order to get a well-rounded view of a student. The final stage included doing an interview with the student and their family, which they identified as helping them select a group of

students they believed would benefit from attending the program and that the program would be able to successfully serve.

After admission it was important to consider what students might face in their transition. They found that the issues in transition were pretty much the same as traditional students. Some were homesick initially, enjoyed their new found freedom, got turned around on campus, were challenged by mental health and there were resources to help them just like any other student. All of which they needed to identify ways to address as the program evolved over time.

Key Players for Program Implementation. The program creators, Meredith and Bailey, were the two at the institution that heard about the need in their community and were confident that they could do something about it. Both were in positions at the university that could positively influence the start and success of this program paired with passion and hard work, they have now seen eight groups of students start the program. Bailey being the Director of Accessibility has helped not only in ensuring the campus was equipped to host the program and meet the needs of the students; she also works with students to advocate for themselves in regards to needs of their disability. Meredith as an Associate Dean in the College of Education had a great relationship with administrators across campus. This provided her the opportunity to advocate for the need and for the opportunity to pursue making a plan for the program. Meredith gathered research and outlined a curriculum to start the program. She shared her plans with the parents and received encouragement from them. She wrote grants to solidify money to start the program and was granted enough money to run the program for two years. Administrators then gave her permission to move forward and implement the program.

Both women were well connected to the campus community which was critical to their success. They reached out to people they knew would be essential to the implementation and long term success of the program.

Because the program is residential, housing needed to be a key partner needed in implementation. Meredith and Christina worked with Callie to find the best location for students. Wanting the students to live all on the same hall, with peers their age and near a dining hall so that the students had easy access was important to the program Callie was able to find a space for them and assist in ensuring only students from the program were placed there and all of their accommodation needs were met.

Financial aid was an important part of this implementation process because the program had to figure out the billing side of attendance for students. More importantly financial aid was the office that helped the program understand and become Pell Grant eligible. Thus, helping the students and families be able to afford the program and making college feasible for them.

The students in that first group were the reason the program was started. They had to be willing to learn and grow along with the program. Adjusting to changes if needed and showing through their motivation and learning what was working and what needed to change. These students were the ones that faced the traditional student population, faculty and staff for the first time. They were the ones showing that they deserved a spot on campus, even if they didn't realize it, they were making a way for everyone that comes behind them.

The Provost was supportive of the program and that really made a difference. Initially, Meredith gained support from her supervisor to do research and eventually go

ahead with creating the program. The new president welcomed students and families without hesitation and has embraced the program since the very beginning, seeing it as an essential piece of the student culture on campus. Without supportive administrators the parents and students would not feel like the program belonged. Not only did they approve the program, they also set the example for traditional students, faculty, and staff that the program was important to the institution and that its existence was important.

Current Structure of the Program. The basic structure and overall purpose of the program has remained the same over the last eight years. The program is integrated with the traditionally admitted students at least 50% of the time allowing students to audit classes as electives, have a personal trainer through the adaptive physical education class, take life skills based courses, continue to improve through the PLATO academic based software and hold internships. Students are highly encouraged to be involved in anything and everything that they are interested in on campus. The students all live on the same hall in a first year student area so they can connect with peers in their building. Students are given extra support through the communications disorder department and counselor education department if needed. The students have study hall multiple times a week and have five traditionally admitted student mentors that live on their hall and do different activities and study hall with them, acting as another support and resource especially after hours.

The program has made some changes over time, but nothing has changed the foundation of the program. The creators of the program initially were doing IEP's for every student and developing curriculum for them to continue to make progress academically, but this was too much to handle with that many students at a higher level.

The program invested in PLATO that does an assessment of every student through the software and starts them where they are to help them improve academically. The program evaluates when they've mastered a topic and moves on, helping them to progress through grade levels, showing the progress and time spent to program administrators.

Additionally, they have identified what traditional classes are the best fit for students in this program to enroll in that will help them gain the most success academically.

At implementation students were all enrolled in bowling as their physical activity, the program realized that students needed more than that every week and reached out to a professor, Owen; asking if some of his students from adaptive PE would like to work with students. This relationship was a positive one for both sets of students and they then joined the class for their physical activity. The program students now have a personal trainer through the class and work with them on three days a week to reach the goals they have set with their trainer.

A more recent change to the program has been job shadowing that the case manager has implemented for first year students. Allowing students to shadow a couple of jobs before selecting to work them as their internship for a whole semester. Helping them truly understand what a day would be like working in a nursery, a restaurant or with the grounds crew so they know what they will be doing.

Implications for Practice

There are many things to learn from this case. A project or program of this type needs to involve several people and departments from various areas across the institution. However, it is important to have one or two people who can take the lead. Begin to create and sustain connections with other offices around campus and community

members. When starting anything new at an institution buy-in and support are going to be key components to success of your new program. Down the road if you need assistance or support you will have connections and will be asking for help from people you know, not introducing yourself and asking for something from them.

As student affairs professionals listen to people outside of your offices or institution about ideas. It's easy to become so focused on what has worked, listening to others can bring great opportunities to campus. Before turning down new opportunities reach out to your network and gauge interest and feasibility of the new ideas. By listening to those outside the institution we may be able to fulfill a need we did not know was there, like this program did.

If developing a new program, continue to assess and evaluate how the program is working. In the early stages it's easy to set everything up a certain way but over time things will change and require people to adapt. Being able to determine annually what is working and what is not will be the key to success for any program being implemented by an institution. Not doing so may lead to the program failing over time.

Starting a Program for Students with IDD. When starting a program the first step is to identify a point person on campus, the one that will lead all meetings and collect all meeting notes and documents in regards to the program. The one person that people all across the university can reach out to with questions or to offer their input. This person needs to be well connected at the institution to be able to reach out to bring others onto the program development committee. It is also beneficial for this person to have a strong relationship with administrators, as administrative buy-in was described by many participants as their key to success when starting this program. Creating buy-in across

campus early will help while asking departments to join your efforts. The development committee will identify what offices or professionals across campus will best impact a students' time on campus and where it will be important to have strong relationships. People or offices to consider partnering with in development that will heavily impact your program and students are disability or accessibility services, housing, financial aid, campus recreation or fitness, counseling services, communication disorders or similar, and potential internship sites or supervisors.

The committee will need to decide early on what type of program they want to be and people they want to serve. First the committee will need to determine whether to serve students with Autism Spectrum Disorder or Down Syndrome and/or a combination of all; then if you will be residential or not and what type of curriculum you will teach. These things will help identify more clearly which partnerships need to be established in order to help in the planning and development process of the program.

Outside of the support from people a funding source will need to be identified. Soft money or grant money is a great avenue to get started, but will not be an option long term. Administrators will need to be involved in the decision about whether the program will become a budget line item or not. If a budget line item is established the committee will need to consider what happens when the university has to make some difficult financial decisions or the state does not give the institution the budget they expect. Consider, whether the program could be financially independent. Utilizing an extra fee for those in the program would that make the program feasible and ensure its sustainability at the institution. The program developers from this institution strongly encourage programs that are starting up consider being self-contained and not depend on

federal or state funding, pointing out that this doesn't mean that students can't be supported through federal or state money if the program meets the requirements.

When starting a program the accessibility of the campus is also something that needs to be evaluated. The ADA has requirements for any and all students on a college campus, but sometimes, especially in older buildings the ADA requirements were after thoughts making a space difficult for students with disabilities to navigate. The developers of the program should walk through the spaces with the mind set of someone with a disability and see if the space is ADA friendly and would be easy for them to navigate. These students will not all be the same and you cannot pre-plan for every scenario, but having a good relationship with the Director of Accessibility at the institution will be helpful in making sure students receive the accommodations they require. Universal design is an idea that programs should utilize to be able to accommodate students more easily as you are setting up a space or events. Universal design will be key to ensuring not only that you are meeting students' needs, but also that a student does not feel singled out because they require an accommodation. This is something all institutions could work toward implementing institution wide, but especially in a program such as one for students with IDD.

Another key element to starting a program for students with IDD is that these students are very similar to typical college students. You may think they will struggle with one thing or want support in a specific area and they will show you or tell you that they don't. It's important to start with the basics of Maslow's Hierarchy of Needs and try to meet the needs of these students, just like you would for typically admitted students.

Especially focusing on the idea of sense of belonging how are you going to help students feel like they are a part of and belong at the institution.

Essential Partnerships. Like typical college students the student with IDD will need many of the same resources that are already offered and available at the institution they may just need to adjust and serve students with IDD a little differently. The first key to success would be for all resources on campus to know about your program. Then specifically connecting with different areas that you know in the beginning will be beneficial to be connected with for the start of their experience.

Housing. An essential area that will impact students every day is housing. Determining whether students will live in the same building, or on the same floor will need to be considered. Additionally, it will need to be identified whether they will have a roommate from the program and what type of support they will require in the housing facilities. While considering where the students will live and what the arrangement will be it will also be important to identify what type of support or supervision students will have in the residence hall. Whether a housing staff person or student mentors for the program will be the people that assist the students in the program. That person(s) will need to be trained on how to assist and interact with students with disabilities. Knowing who physically would need assistance in an emergency on the hall and how to manage conflict. A training is something that would be beneficial for any office, but especially for students that haven't interacted with students with IDD in the past. The hall that the students live in should be accessible and easy to navigate, if possible being centrally located or near different buildings the students will use regularly could be beneficial for the students initially as well.

Financial Aid. Financial Aid will be key in helping the students of the program to seek out their options for financial aid if they are eligible for any. They will also be essential in assisting the program to become and remain eligible for Pell Grants. The Department of Education office of Federal Student Aid's website explains that

A CTP [comprehensive transition and postsecondary] program for students with intellectual disabilities means a degree, certificate, or nondegree program that

- is offered by a college or career school and approved by the U.S. Department of Education;
- is designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment;
- offers academic advising and a structured curriculum; and
- requires students with intellectual disabilities to participate, for at least half of the program, in
 - regular enrollment in credit-bearing courses with nondisabled students,
 - auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit,
 - enrollment in noncredit-bearing, nondegree courses with nondisabled students, or
 - internships or work-based training with nondisabled individuals.

(<https://studentaid.ed.gov/sa/eligibility/intellectual-disabilities>)

Being Pell Grant eligible is a way that can help the program to be more financially attainable for parents and students. Once the program is deemed eligible a student must meet the following requirements:

If you have an intellectual disability, you may receive funding from the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Federal Work-Study programs if you

- are enrolled or accepted for enrollment in a comprehensive transition and postsecondary (CTP) program for students with intellectual disabilities at an institution of higher education (a college or career school) that participates in the federal student aid programs;
- are maintaining satisfactory academic progress; and
- meet the basic federal student aid eligibility requirements, except that you are not required to have a high school diploma or GED and are not required to be pursuing a degree or certificate.

(<https://studentaid.ed.gov/sa/eligibility/intellectual-disabilities>)

Accessibility/Disability Services. Accessibility and disability services are critical to the success of these students on campus. The professionals in this office can assist in getting accommodations for students, but also in teaching them how to advocate for themselves. While they may not be someone a student interacts with regularly, they would be important to do a campus walk with to evaluate if spaces will be feasible and up to standard for certain disabilities. These professionals could also assist with any training of volunteers or student mentors that may be needed as they understand more about the disabilities and what students need.

Fitness. For any student the fitness center is important, and having a good relationship with the fitness center could be a big benefit to the program. Whether your program has personal trainers for students or they take a group fitness class together, activity will be important. Being physically active will teach students the importance, while also letting them work on different aspects of their physical ability. For some this might look like gaining muscles or losing weight and to some this might be working on something in relation to their disability, whatever their goal getting them interested and in a routine of fitness will be important as they learn to navigate their health and nutrition for themselves.

Counseling. Navigating independence and everything that comes with it will weigh on students differently. It will be important that counseling is a resource students are given. Whether they are experiencing homesickness, loneliness, mental health, roommate issues, or anything in between it will be important for them to have someone to talk to. Having someone that will listen and help students navigate college life will be a great sense of support and will help students to feel comfortable and like they belong on campus.

Communication. Every student and disability is different so this will look different for everyone, but each student should be working on some sort of communication or comprehension skill. Whether students need to work on annunciation, eye contact, turn taking to not dominate conversation, following step by step instructions, problem solving, etcetera; students will benefit from having some attention paid to their ability to communicate. We know that social cues are affected by some disabilities and this would be a time/place students could work on recognizing cues.

Internship Sites. Internships are the part of the program that allows students to gain work experience and work independently outside of a classroom setting. They still have the support of their case manager and supervisor to help them through issues in a more understanding setting before they are out on their own in their first job. Internship sites are a step between being a student and having a job so students can be independent and support themselves. Depending on the internship they choose student will learn real life job skills. These internship sites should be something that is attainable for these students, but the supervisors also need to be invested in their development and learning. The students may not pick things up as quickly as a traditionally admitted student would and there may be some things they physically cannot do because of a disability. Sites will need to be willing to find a way for them to do those things even if its with a little assistance.

Future Research

Future research recommendations on this topic and similar topics are based on current literature, participant responses, and researcher observations during research. Recommendations are as follows, but are not limited to these suggestions, any additional conversations and research about this topic will help schools to more fully understand students with IDD.

- Conduct the study on a larger scale, compare multiple programs at different institutions (public, private, large, mid-size, small, etc.) and different types of programs (academic, non-academic, dual enrollment, live-on, etc.) to understand benefits and limitations of each type of program.

- Conduct a study at institution that has a program, seeking to understand how typically admitted student, faculty, and the community are impacted by having the program on campus. Seek to understand if their view of people with disabilities has changed by interacting with students with IDD on a college campus.
- Conduct a study with students in the program to gain understanding of what they thought their college experience would be like versus what they experienced. Also understand through the students' perspective if they felt like they belonged on campus. This can also help evaluate if programs are achieving what students expect coming in and if there are aspects of the program that need to change to
- Conduct a study with parents of students in programs to understand the change and development they have seen in their student from before to after their program and independent living at college. Helping to get an idea of skills learned and retained and help programs measure learning objective attainment.
- Conduct a study with High Schools, to gain a greater understanding of how students are prepared for college or life after high school. Discovering if there is some more preparation that can and should happen at the high school level to better prepare these students for independent living situations.
- Conduct a study to understand career readiness of students post high school versus post college program.
- Conduct a facility and policy review at any and all institutions to understand how the institution can do a better job of accommodating students physically and in terms of education.

- Conduct this study again at the same institution in 5 years to see how it has changed, especially with the retirement of the two program developers.

Chapter Summary

Programs like this take a lot of planning and people to make them successful, but students will benefit from having a college experience. There are many different ways to design a program for students with IDD, but being intentional and involving the right people will lead a program to success. While there is still much research to be done about students with IDD, if we continue to evaluate what students need, how they are being prepared for college and how we can prepare them, we will be able to better set students up for independence.

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Appendix A

Interview Protocol

Introductory Questions

Welcome and thank the interviewee. Ensure that the interviewee is comfortable. Provide the interviewee with informed consent. Go through the informed consent with the interviewee and answer any questions that he/she might have.

1. Do I have your permission to take a video/audio recording of this interview?

A. The following questions are simply to gather demographic information about how you are connected to this study. They will not be used to identify you.

1. How long have you been involved with this program?
2. What is/was your role within the program/institution?
 - a. Tell me more about why you decided to become involved with this program.

B. Program Development

1. Tell me about what you know about how this program was developed.
 - a. Who was involved?
 - b. What were the initial concerns?
 - i. Did you have discussions about how this fit with the mission of the institution? Tell me about those discussions?
 - ii. Who would you identify as the individual leading the effort as this program was being developed? What was their role – what position do they have and did they play?
 1. What campus partners were brought on in the beginning as the program was being developed?

- iii. Financial pieces – where would funding come from?
 - iv. Space – where would it be housed? What issues were present in making it accommodating?
 - v. Staffing – who would work with the population?
Qualifications/knowledge base?
 - vi. Application process – how did you determine the admission process? Who was involved – what was discussed? How did you determine what you would charge participants to enroll?
 - vii. How were parents involved in this process?
 - viii. Liability – what kinds of conversations were had about liability and creating and maintaining a safe environment for the students?
 - ix. What considerations needed to be made regarding accreditation for the institution as a whole?
 - x. Resources – how would things be allocated to this program?
 - xi. Sustainability – how could this be managed over time?
- 1. Do you receive any grant funding?

C. Current Program Questions

- 1. How many students are currently enrolled in the program? How does this compare with the number of applications you receive?
- 2. Tell me about the current application process?
 - a Who is involved in admitting students?
 - i Who evaluates the application?
 - ii What are the various components of the application?

- iii What challenges do you experience in the approval process?
- b Is there an application fee?
- c What is the cost for those admitted each semester?
 - i Is there financial aid available?
- d What role do parents play in the application process?
- 3. Can you talk to me about your enrollment data?
 - a How many applications do you receive annually?
 - b How many are admitted?
 - i How many receive some sort of financial assistance? Can you explain?
 - c How many complete the program?
 - d What is your career placement -- job placement?
 - e Do your students move to independent living situations upon completion?
- 4. How is the program currently sustained?
 - a How is it funded? How has that changed?
 - b How is the cost per student allocated?
 - c Do you receive any outside funding? Please explain.
 - d What staff/faculty are needed? How are they compensated?
 - e Has the funding sources changed over time? Explain?
 - f Who manages the expenditures for the program? (more than one person, departmental, etc.)
 - g Is there other information you would like to share about the financial sustainability of this program?

5. What are the goals of the program as a whole?
 - a How have the goals changed since the implementation?
 - b Tell me about the curriculum that was developed? Who was involved?
 - c What should be considered in the development of the curriculum?
 - d How has that changed?
 - e How was it developed?
 - f How do you assess the success of the curriculum?
 - g What are the strengths and weaknesses of the curriculum?
 - h What skills does the program aim to help students to gain?
6. How are students involved not only in their program, but in the university as a whole to help them gain a well-rounded college experience?
 - a How does this currently fit with the institutions mission?
 - b How are the goals assessed from year to year?
5. Who is currently involved in sustaining this program?
 - i Is there a committee? Who serves on it?
 - ii Who are current partners in the implementation of this program? Can you describe their role in this?
 - iii What are the staffing structures? Has it changed since implementation?
 - 1 Professionals, Paraprofessionals, volunteers
7. What are the current safety and security concerns with this program?
 - a. What different departments are involved and what role do they play in providing safety and security?
 - b. Are there services or accommodations that you knew you could not provide and would hinder acceptance of a student?

- c. Are there staff specifically allocated to help manage safety and security?
 - d. Was/Is there additional funding that was required to create a safe and sustainable environment for the students.
 - e. How has the program changed since implementation?
7. What do you see as your role in this program?
8. Tell me your view of the staffing chart or organizational chart for maintaining this program?
- a. Who is in charge or viewed as a leader or leaders? Does this vary based on what the situation is or where the student (i.e. the classroom vs. residence hall)?
 - b. Who used to be involved that is no longer involved – how did that change over time?

Advice for future planning

9. What recommendations would you make to others who may be in the process of developing a program like this at their institution?
- a. What challenges were faced during the implementation of the program?
 - b. How were they overcome?
 - c. What triumphs did you experience during implementation of the program?
10. Who absolutely needs to be involved in the process?
11. What funding considerations should be made in developing a program like this?
12. What are other students at your institution's perceptions of the program?
13. What are staff/faculty at your institution's perceptions of the program?
14. What are community members near your institution's perceptions of the program?

Appendix B

CONSENT TO PARTICIPATE IN RESEARCH**Developing College Level Life Skills Programs for Students with Intellectual and Developmental Disabilities**

You are invited to participate in a research study conducted by Katelyn Reinke, graduate student at Eastern Illinois University, under the direction of a thesis advisor Dianne Timm, Ph.D.. Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand, before deciding whether or not to participate.

You have been asked to participate in this study because you have been identified as an individual who could provide important insight in to the development and current direction of the Life Skills program at the University of Central Missouri.

PURPOSE OF THE STUDY

The purpose of this study is to understand how a life skills based program for students with intellectual and developmental disabilities was formed at your institution. The study will explore the implementation process for the program, barriers faced when implementing, and self-identified strengths and weaknesses of the program and its curriculum in an attempt to gain insight in to how other institutions may implement a similar program on their campus

PROCEDURES

If you volunteer to participate in this study, you will be asked to: provide any resources you see necessary in understanding the program better, sit down with a researcher for an interview regarding what type of involvement you have within a particular program or what historical knowledge you have about the program. Interviews will be audio-taped for the researcher to refer to after the interview, all materials will be on a password protected account and the interviewee will not be identifiable. All recordings and written notes will be destroyed after three years, per IRB policy.

POTENTIAL RISKS AND DISCOMFORTS

Your participation in this study is not expected to cause more than minimum risks. Participants may feel uncomfortable talking about barriers faced in program implementation and weaknesses of the life skills program they are associated with.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Participants will have the opportunity to speak openly about their involvement, the life skills program, the institutions commitment to such a program, and how they might implement a similar program at their institution. The results of this study are intended to providing information and support for institutions trying to establish a life skills program for students with intellectual and developmental disabilities.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you, the program, or the institution will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by deleting all audio used to record the interviews and typed transcriptions will be deleted and shredded as required by law. Recording of the interviews will only be viewed by the interviewers and will be promptly discarded at the end of the study.

PARTICIPATION AND WITHDRAWAL

Participation in this research study is voluntary and not a requirement or a condition for being the recipient of benefits or services from Eastern Illinois University or any other organization sponsoring the research project. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits or services to which you are otherwise entitled.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about this research, please contact:

Katelyn Reinke

kvreinke@eiu.edu

813-728-0693

RIGHTS OF RESEARCH SUBJECTS

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

Institutional Review Board

Eastern Illinois University

600 Lincoln Ave.

Charleston, IL 61920

Telephone: (217) 581-8576

E-mail: eiurb@eiu.edu

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with EIU. The IRB has reviewed and approved this study.

I voluntarily agree to participate in this study. I understand that I am free to withdraw my consent and discontinue my participation at any time. I have been given a copy of this form.

Printed Name of Participant

Signature of Participant

Date

I, the undersigned, have defined and fully explained the investigation to the above subject.
